ΔΙ.Π.Α.Ε.
DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Second Evaluation

Institution: NEAPOLIS UNIVERSITY PAFOS

Program of Study: PhD in Psychology

TABLE OF CONTENTS

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Peter Howell	Professor	UCL, UK
Konstantinos Kafetsios	Professor	University of Crete, Greece
Manos Tsakiris	Professor	Royal Holloway, University of London, UK
Evita Katsimicha	Student representative and Member of Professional Association	University of Cyprus, Cyprus

INTRODUCTION:

<u>I. The External Evaluation procedure</u>

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

<u>II. The Internal Evaluation procedure</u>
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

I. The EEC has examined the following documents:

Additional material was provided to the EEC committee:

The DI.PA.E summative points to the first assessment

Answers to the Feedback from the Evaluation Committee

The University of Neapolis Research Degrees regulation for the completion of PhD program of studies updated version (in Greek)

The application file re-submitted by the applicant University to the Quality Assurance Agency (doc. 200.1) which included full-time and envisaged visiting professors' to the PhD program CVs.

Documentation regarding: the advertisement of new Faculty position, access to plagiarism checking software, Visiting Academician Agreement, Order of New Laboratory Equipment, Sample of Faculty Contracts

The EEC visited the University and the Department and had constructive interaction with the Faculty members, administrative personnel and the HoD

II.

The EEC commends the Department for constructive responding to the EEC initial evaluation submitted in May 2017. The documentation we have received in this second visit contains much of the necessary information and reflects well to practices and procedures in place for the commencement of the research degree in the near future.

However, at the same time, the EEC recognizes that certain information is lacking in terms of explicit regulation and procedures in order for the program to compare favorably with the practices known for equivalent programs in Cyprus, Greece and internationally. We have made every effort to identify these characteristics and aspects.

Lastly, we would like to mention that EEC has tried to complete the evaluation form and rate the specific indicators in the best possible way in order to assist in the evaluation of the specific application.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**

The Institution has specific plans for organization of the teaching work at PhD. level. Responding to comments in the initial evaluation the Department and the University has specified an adequate provision of teaching load.

- **Teaching**

The EEC commends the Department for including a taught element in the course, which is not always found in equivalent research degrees and for further specifying and formalizing the teaching element.

The EEC also commends the Department for its positively responding with the provision of support for satisfactory access to local and international conferences and providing explicit documentation.

Some recommendation are provided at Final remarks section.

- **Teaching personnel**

The Department of Psychology comprises a small focused group of full-time academics that covers a contained number of areas of expertise. The teaching personnel is research active and has created a cohesive teaching and research culture within the department. The EEC considers that this culture should be supported by the University with satisfactory academic support and expansion to the areas of expertise.

In this second visit, there was evidence for an effort to expand with one additional member of staff to be appointed.

The committee still could not ascertain whether formal contracting with the External Associates is in place. This is something that needs to be clarified in the near future.

In light of the short-term contracts of members of staff, long-term commitment to the PhD program could be vulnerable in the future.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

   The objectives and learning outcomes of the program are described to a satisfactory level. In this second visit, the EEC acknowledges information linking program objectives to institutional mission statement are in place.

- **Structure and Content of the Program of studies**

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

- **Quality Assurance of the Program of studies**

   During the visits, plans about the quality assurance procedure for the program of study were presented, which were satisfactory. We expect that the same Quality Assurance procedures will be applied for the PhD level.

- **Management of the Program of Study**

   The Program of study seems to be managed by a limited number of staff,   especially the director, who has increased administrative responsibilities. In   the second visit the EEC has seen evidence of institution of a Co-ordinating   committee to the PhD program.

- **International Dimension of the Program of Study**

   The program envisages the utilization of services by several external faculty staff with considerable expertise and experience in psychological research and its delivery at PhD. level.   The University, also has two memoranda in place, one with the University of the Peloponnese and the other with the University of Athens, which could facilitate research collaborations and exchanges.   However, in both cases, concrete steps towards the enactment of these initiatives should be taken/clarified especially regarding the specific role and responsibilities of the External Associates. Please also refer to the final remarks section.

- **Connection with the labor market and the society**

   The basic areas that are covered in research are in the eye-movement and   the questionnaires from the clinical practice in SKEPSI, which could be fit in   with medical research. This research is a sound basis, which could provide   possible   benefits to the society. However, there is a need for more initiatives   that   the   PhD   students along with the teaching staff could put in place in order to provide society with outcomes of the research in a usable way. A concern   about the labor market is that the PhD students will have limited opportunities to utilize their skills, since Cyprus is a rather small academic community.   Therefore, future plans should include collaborations that will provide a wide   aspect in the employability of PhD holders in Psychology, such as companies,   NGOs, etc. in Pafos area.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The PhD program is to be provided with adequate research facilities and   equipment. The Institution supports research activities and collaborations that   can enhance the quality of the PhD. program.

In this second visit we evidenced steps towards strengthening provision of internal funding and research equipment provision which is positive.

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

- **Administrative Mechanisms**

The existence of SKEPSI counseling center is a benefit for the students' welfare services. However, the EEC did not have the opportunity to see the questionnaires that are administered to the students in order to assess the efficiency of these mechanisms.

- **Infrastructures / Support**

The EEC suggests that facilities for research students could be enhanced in order to further support the research studies. Evidence for continuing professional development provision for PhD students and faculty members were provided in response to EEC feedback provided in the first visit.

- **Financial Resources**

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

Establishing a PhD program is an ambitious project and the team is to be commended in this regard. It will serve a vital role in Cyprus. Our comments are intended to ensure the team can deliver students with PhDs that meet national and international standards. The PhD program should also enhance the research expertise and outputs of the staff involved and potentially increase grant income. To deliver the program investment in staff, students and equipment resources need to be guaranteed.

Please also refer to the Final remarks which provide a number of recommendations for the effective provision of a Doctoral Program of study.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC was still impressed by the enthusiasm of the Department and the devotion to supporting a new PhD program. The EEC appreciated the effort that has been put in making the case for establishing a PhD program. Even though staff numbers are limited, the team appeared to be delivering to the students a well-received Undergraduate program. Administrative and technical support appeared satisfactory.

Essential requirements to ensure PhD students complete their training in the area of psychology that they have chosen to study are: a) Ensure that mentorship is provided by permanent members of staff in accordance with best practices at national and international level (see Final recommendations Point 1), b) Ensuring that the contract of mentors exceeds the length of the PhD, c) Guidelines for student completion for a PhD should provide explicit pathways including sufficient progress, d) The regulation for the conduct of PhD. should be updated to include more specific information in accordance with the DI.PA.E guidelines.

The Report as a whole and the Final remarks section in particular includes a number of points intended to improve the quality of the Doctoral studies program at Neapolis University in Pafos.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Neapolis University in Paphos

Program of Study: PhD in Psychology

Duration of the Program of Study: 3 years

Evaluation Date: 15 September 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Peter Howell	Professor	UCL, UK
Konstantinos Kafetsios	Professor	University of Crete, Greece
Manos Tsakiris	Professor	Royal Holloway, University of London, UK
Evita Katsimicha	Student representative	Member of Professional Association

Date and Time of the On-Site Visit: 14 September 2017

Duration of the On-Site Visit: 1 working day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.			X		
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3	The course web-pages, updated with the relevant supplementary material	N/A				
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment		X			
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			X		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				X	
	1.1.4.2	Library				X	
	1.1.4.3	Infrastructure			X		

		1	2	3	4	5
1.1.4.4	student welfare				X	
1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.	N/A				
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X	
1.1.8	Control mechanisms for student performance are effective.		X			
1.1.9	Support mechanisms for students with problematic academic performance are effective.		X			
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X		

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

Note, additionally:
α) the expected number of Cypriot and International Students in the program of study.
Cypriot and Greek speaking students are expected to enroll
β) the countries of origin of the majority of students.
N/A
γ) the maximum planned number of students per class-section.

1.1.11 Rating is based on the understanding that agreement for the provision of Turnitin will be finalized/purchased soon

1.2	**Teaching**	**1**	**2**	**3**	**4**	**5**
1.2.1	The methodology utilized in each course is suitable			X		

		1	2	3	4	5
	for achieving the course's purpose and objectives and those of the individual modules.					
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	X				
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X	

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

1.2.5 The Committee was informed that PhD students will be provided with support for satisfactory access to local and international conferences and it is to be commented.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		X			
1.3.2.2	Publications within the discipline.					

1.3.3	The specializations of Visiting Professors adequately support the program of study.					
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				X	
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.			X		
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	**1**	**2**	**3**	**4**	**5**

		1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.	N/A				
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				X	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	

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

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.			X		
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as			X		

				1	2	3	4	5
	preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.							
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities, which should be acquired by students.					X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.							

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

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study			1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.							
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for							
	2.3.2.1	the members of the academic personnel						
	2.3.2.2	the members of the administrative personnel						
	2.3.2.3	the students.						
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.							
2.3.4	The quality assurance process constitutes an academic							

process and it is not restricted by non-academic factors.						

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

2.3 See Final Remarks section

2.4	**Management of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:					

		1	2	3	4	5
2.4.5.1	The provisions regarding unit credits			X		
2.4.5.2	The expected learning outcomes				X	
2.4.5.3	The methodology				X	
2.4.5.4	Course descriptions			X		
2.4.5.5	The program's structure				X	
2.4.5.6	The admission requirements				X	
2.4.5.7	The format and the procedures for student assessment			X		

		1	2	3	4	5
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				X	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.	N/A				

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

2.4.5. Program not posted, however based on information provided by the team evaluations supplied.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			X		
2.5.2	The program attracts Visiting professors of recognized academic standing.			X		
2.5.3	Students participate in exchange programs.	N/A				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		

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

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			X		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	N/A				
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

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

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5

		1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.				X	
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			X		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			X		
3.1.9	Student training in the research process is sufficient.			X		

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

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

4.1	**Administrative Mechanisms**	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the					

	basis of specific criteria.					

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

Existence of a counseling center is a benefit

4.1.3 Please see Final remarks section

4.2	**Infrastructure / Support**	**1**	**2**	**3**	**4**	**5**
4.2.1	There are suitable books and reputable journals supporting the program.			X		
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.		X			
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					

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

4.2.1 Academic Journal List should expanded to include a wider range of significant Titles from Psychology Journals

4.3	**Financial Resources**	**1**	**2**	**3**	**4**	**5**
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.	N/A				
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other			X		

		1	2	3	4	5
	personnel of the respective institutions in Cyprus.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			X		

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

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

N/A

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					

5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

N/A

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.			X		
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.			X		
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.		X			
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.				X	
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.			X		
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.				X	
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.			X		

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

6.7. Expanding the scope of the areas covered is recommended.

FINAL REMARKS – SUGGESTIONS

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

The EEC considers that having a PhD program in Psychology at the University of Neapolis in Cyprus is a positive step for both scientific reasons and service delivery.

The EEC also acknowledges the enthusiasm and the devotion of the staff towards the PhD program.

The EEC recognizes that entrance requirements are in accord with standards in equivalent programs nationally and internationally.

The EEC recognizes the infrastructure is at a satisfactory level to support research at a PhD level.

We also had the opportunity to consider the team's replies to the 12 points raised by the Agency following the last evaluation.

Below we provide a list of the points that require careful consideration by the agency and the team

Point 1: We discussed in detail the issue of external collaborators/visiting academic and their mentoring role. EEC's understanding is that the University of Neapolis needs to follow the rules and practices of the Agency and public universities of Cyprus, as well as internationally accepted practises. To that end, it would seem that only permanent members of staff of the University of Neapolis are allowed by the Agency to act as primary mentors, while external collaborators can participate in the committee.

The agency stipulates that Associate and Full Professors can act as mentors, while Assistant Professors can do so only after they have served in at least one committee.

Therefore, there is also no need for the Dean of the School to assess the eligibility and suitability of mentors as apparently there are specific guidelines.

Also in relation to Point 1, EEC discussed the complaints management and dispute regulation. EEC was of the view that a clearer plan of the procedure is needed to avoid conflicts of interest, conflict of roles and ensure gender equality. EEC recommends that someone external to the department can act administratively, because the roles of Dean and Head of School overlap. Another possibility is to use another member of the Coordinating Committee (e.g. the Administration Staff Representative) to take on this role.

Point 2: EEC recommend that the team considers a clear procedure ("Exit Strategy") after a possible second failure by a student to successfully pass the annual review, and/or an unsatisfactory viva (e.g. Fail).

Point 3: In relation to the taught component, EEC appreciated the additional information provided, but some concerns were raised about the balance between breadth and depth of the course.
· The Department could consider running the course over 2 semesters to ensure more in-depth exposure to the taught material : perhaps all PhD candidates should be exposed to generic research skills, such as experimental design, manuscript writing and peer review, while for the more method-oriented components these should be tailored to individual student needs
· Streamline the course and tailor it to individual student needs by making it appropriate to the research topic of the student.
· Consider how course completion will be assessed: in a formative or summative way and provide clear guidance to students.
· Consider whether it would be more beneficial for the students' experience and more cost-effective to run this course simultaneously for MSc and PhD students

In relation to the research assistantship to ongoing faculty research, EEC recommends that this element should be thematically linked to the students' primary research and ensure that there will be direct benefit to the students' research skills.

Point 4: Consider changing the requirement from " presenting to scientific conferences …" to "submitting the PhD research for inclusion in scientific conferences…"

Point 5: We commend the staff, the department and the university for their vision and the important societal impact that they perform in Pafos and in Cyprus more general

Point 6 : Reiterate the match between students' PhD focus and research assistantship. EEC would like to highlight the need that students should be expected to commence their own research (i.e. design, data collection and analysis) as early as possible in the 3-year programme.

Point 7: Thank you for the clarification

Point 8 : Thank you for providing this.
Two levels at the committee hierarchy seems to be linked to one individual and that is potentially prone to conflicts (see also Point 1 above). EEC recommends that the team considers to dissociate the roles or at least provide alternative routes for the students and staff members to the senior academic management team of the university.

EEC would like to reiterate the issue of external associates: when they are involved in co-mentorship, there must be clear indications of the expectations of commitment and their responsibilities towards the student's experience and progression.

Point 9 : We commend the School for the investment in upgrading the research labs.
The Department should consider an on-going budget of investment in research facilities and consider how the need for VR programmer will be met to satisfy student expectations (e.g., links with computer science and other departments).

Point 10 : We congratulate the School in securing the University's commitment for providing this budget for the PhD students , as well as for the staff as this will ensure their continued professional development.

The Department can consider the use of a credit-system for UGs students to participate in research.

Point 11: Thank you for the update. We hope the University appoints a strong candidate.

Point 12 : Consider when the PhD candidates without a background in psychology will attend the courses and how attendance will affect the timely progress of their PhD research, as well as implications for supervision, and the financial implications for students (independently of whether they pay fees or not).

During discussions, the following additional issues surfaced:

Critical: Some specifics to the Regulations for the Conduct of the PhD of the Neapolis University should be added/clarified. For example, providing guidelines on the length (minimum and maximum) of PhD thesis, formating, etc. Provide detailed guidelines on the

writing-up of the thesis as required by the Agency.

Critical: We noted that there was no comment in the response document on whether mentors' contract will exceed the duration of the students' PhD .

Recommendations: Consider the publication of PhD Student Handbook where all the regulations are explicitly stated, as well as what is expected from the students/mentors, complaints procedures, guidelines for the final thesis etc.

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

Name:	Signature:
Peter Howell	
Konstantinos Kafetsios	
Manos Tsakiris	
Evita Katsimicha	

Date: 15 September 2017

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