

Doc. 300.3.1

Date: 06/03/2020

External Evaluation Report (Departmental)

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

Programme 1

In Greek:

Programme Name

In English:

Bachelor of Arts in Psychology (4 years, 240 ECTS, 1st Cycle)

Programme 2

In Greek:

Programme Name

In English:

Master of Arts in Social and Developmental Psychology (2 years, 120 ECTS, 2nd Cycle)

Programme 3

In Greek:

Programme Name

In English:

PhD in Psychology (min 3/max 8 years, min 255 ECTS, 3rd Cycle)

- **Department's Status:** Currently Operating

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.

VISIT SCHEDULE

2 March 2020	Arrival in Nicosia
3 March 2020	8:30: Orientation and briefing of the EEC 9:30 - 18:00: Site meeting at UCY
4 March 2020	9:30 - 15:00: Site meeting at UCY
5-6 March 2020	Report Writing - Finalization, signing and submission of the Draft Reports to the Agency
7 March 2020	Departure of EEC members from Nicosia

DAY 1

8:30 Briefing of EEC by the CYQAA officer

Morning Session

9:30 – 10:00

- Meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. Short presentation of the Institution.

10:00 – 11:30

- Meeting with the Academic Members of the Department and Department's Presentation

11:30 – 11:40

Coffee break

11:40 – 13:00 Evaluation of the Undergraduate Programme Bachelor of Arts in Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s.
Short presentations of the Program:
 - The programme's feasibility study
 - The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- 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)

- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of course

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 14:30

Tour of the EEC to the Library Premises

Afternoon Session

A. EEC Meetings with the:

14:30 – 15:00

- Members of the administrative staff.

15:00 – 15:45

- Students and alumni (for departmental and for undergraduate programme of study)

15:45 – 16:45

- Members of the academic staff

16:45 – 17:00

- Coffee break

B. On site visit

17:00 – 18:00

On site visit to the premises of the Department

DAY 2

09:30 – 10:45 Evaluation of the programme of study Magister Artium in Social and Developmental Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s.
Short presentations of the programme:
 - The programme's feasibility study
 - The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- 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)
- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of each course

10:45 – 11:00

- Coffee break

11:00 - 12:20 Evaluation of the programme of study Doctor of Philosophy in Psychology

- A meeting with the Head of the relevant department and the programme/s Coordinator/s.
Short presentations of the programme:
 - The programme's feasibility study
 - The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)
- 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)
- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of each course

12:20 – 13:00

- EEC meeting only with students or/and their representatives

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 15:00

- A meeting only with members of the academic staff.

The committee studied the documents “Application for departmental evaluation – doc 200.3” as well as “Application for evaluation – accreditation – program of study – doc 200.1” for each of the programs under review.

In addition, the committee studied the document “Orientation and briefing of the external evaluation committee (EEC).

During the site visit the committee received documents with the following content:

- Presentation – University of Cyprus
- Presentation – Department of Psychology
- Presentation – Bachelor of Psychology
- Presentation - Master of Social and Developmental Psychology
- Presentation – PhD in Psychology

During the site visit the committee were also shown samples of students’ articles, projects and presentations, together with staff publications and midterm and final examinations.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Martin Corley	academic member + chair	University of Edinburgh
Patricia Bijttebier	academic member	KU Leuven
Chloe Yiannakou Constantinides	psychologist	Council of Registration of Psychologists
Andri Stratoura	student	Open University Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.

- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

There is a publicly available mission statement focusing on undergraduate education, research and the interconnection of teaching and research with service. This statement is quite generic, as is the strategic planning for the next five years. We believe there is an opportunity to reflect on and plan to enhance the unique strengths of this department and its programs. A more targeted strategy could be usefully translated into plans for the short, medium and long term.

To ensure input of stakeholders in the department's development strategy, two different strategies are followed. Students and teaching staff are represented in the departmental board, in which the developmental strategy is designed and approved. Professional and scientific associations are not represented in the board, but members of the department take important roles in these societies and as such guarantee these societies' input in the department's strategy. There may be room for a more formal external advisory board to provide input on the department's mission and strategy.

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Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.

The programs are organized around the department's strengths and, as such, are broadly compatible.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The committee does not have sufficient information on this.

Provide suggestions for changes in case of incompatibility.

NA

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department is strongly connected to and directly interfaced with the Cypriot society. Ministries contact the department for advice and the department acts very much in

service of that. There are strong applied and socially relevant research programs, e.g. on cancer research, conflict resolution etc. Many research questions addressed have a flavor of the Cypriot societal context and the department has memoranda of understanding with different Cypriot organizations (e.g., Cyprus Red Cross, Hope for Children). The department plays a significant role in the university's mental health center.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Teaching staff are recruited and selected using recruitment and interview procedures according to international standards. The department has developed a staff recruitment plan in line with their development plan but has been bound by restrictions in resources provided by the university. Imminently, new faculty members will be hired in the domains of cognitive neuroscience and neuropsychopharmacology. This is a strong strategic decision. The department is successful in attracting high-level students from Cyprus (e.g., 80% of students with top-level results in the pan-Cyprian exams choose the University of Cyprus). On the international level of recruitment, there is a clear ambition but the department did not yet develop a strategy to achieve this ambition. Currently, due to the fact that most of the teaching is in Greek, even at the PhD level, international students largely originate from Greece. There is a clear opportunity to deliver coherent sets of courses at both the master's and PhD levels in English. Focused programs aimed at international students could be built this way.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

international students at undergraduate level: 10% Greek, <1% other; international students at master's and PhD level: 30% Greek

Findings

Strengths

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

connection to society, current staff recruitment plans, recruitment of high-level Cypriot students, mental health center

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

strategic focus, international recruitment

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	3
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	3
2.1.4.2	Research	4
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department adheres to the university-wide quality assurance policy, which comprises both internal and external assurance mechanisms. Whereas there is no doubt about the

quality of the department, the specific departmental strategy to ensure quality is implicit rather than explicitly articulated and openly communicated. The strategy is reactive (solving problems as they occur) rather than proactive.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective.	2
2.2.4	The results from student assessments are used to improve the programmes of study.	3
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	3
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	3
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	5
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	3
2.2.11	The Department analyses and publishes graduate employment information.	4
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	4

	2.2.12.2	Library	5
	2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4	Technological infrastructure	5
	2.2.12.5	Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.		4
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.		4
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.		4
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.		5
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.		5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.		5
2.2.19	There is a clear policy on authorship and intellectual property.		4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department has a departmental undergraduate committee and a postgraduate studies committee dealing with teaching quality issues, learning outcomes and the content and structure of the curriculum. Students are represented in the committees. In addition, a coordinator is appointed by the department for each program, who is responsible for monitoring the program results and student counselling, and also, he/she acts as a facilitator between the students and program tutors. The department council oversees and monitors all aspects pertaining to the quality of the programs of study and their outcomes. Quality assurance of the teaching process, however, is rather weak. Student evaluations are performed bi-annually but there is no articulated procedure for using this feedback in the service of improving teaching. New staff members are mentored. Quality assurance of assessment is absent. Staff members autonomically develop and perform assessment procedures without any peer review or monitoring at the level of a program committee or exam committee.

Strengths

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

good committee structure with student representation, mentoring of new staff

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

quality assurance is implicit and reactive, quality assurance for assessment needs to be established

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Partially Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration

(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	4
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Members of the teaching staff and students participate in the management of the department, through their representation in the departmental council. The administrative staff is not formally represented in the board but in the context of decisions on procedural issues, their input is welcomed. The administrative staff adequately supports the operation of the department, but staffing levels are low given the department's size. Student complaints appear to be dealt with ad hoc.

Strengths

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

dedicated and competent administrative staff

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

systems for input and for handling complaints need to be formalized as the department grows

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	3
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	4
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There are formal procedures with respect to program development and reform. All programs of study of the department of psychology are prepared by the faculty members of the department of psychology and approved by the department council. However, there is not an articulated view or rationale for the specific curriculum choices made. Across the entirety of its programs, the department tries to cover the major domains of psychology (e.g. cognitive, social, developmental, school...) and because it would not be feasible to devote a program to each domain, domains are combined

within a program (e.g., social and developmental). Although this combination may be very interesting and fruitful, it seems that there is room for improvement in terms of the curriculum rationale and focus. In this context specific courses appear to reflect staff interests or student preferences rather than curriculum design.

The faculty staff (limited to n=16) takes responsibility for all of these programs. In order to ensure both a sufficient number of students in each course and sufficient options for students within each program, there is a substantial overlap between the programs. Moreover, given the limited number of resources, many courses are taught biannually. This needs clear documentation to inform student choices.

4. Learning and Teaching

4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	3
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	3
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

In the international context, student/staff ratio is on the higher side. Despite this, the department runs many classes with student numbers in single figures, and prefers to split classes rather than teach larger numbers.

It is rather unclear whether teaching staff routinely provide feedback on student work and which form (written, oral) this takes. Also, it seems that criteria and methods of assessment are not communicated in a very transparent way to the students. Teaching

staff have a great deal of autonomy in decisions about when and how to evaluate the students' performance and there are not many checks at the level of the program.

Strengths

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

commitment to small group experience

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

methods and criteria for assessment not well communicated

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Although the department takes care to find a balance in the ratio of permanent to temporary staff at each level of the program, there is a high reliance on special teaching staff overall, which may threaten sustainability and make planning over the years precarious. One possible reason for the high reliance on non-permanent staff is the proliferation of optional courses across the degree programs. In an attempt to ensure enough options for students at all levels as well as to guarantee small groups in all classes, many more courses are organized than the permanent staff can handle.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work:
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The department has 16 faculty members and 2 practicum leaders working full-time and on a permanent basis. None of the special teaching staff works full-time. There are about 1 or 2 visiting professors a year and about 10 to 12 special scientists on lease services per semester across all the programs.

Strengths

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

care in balancing permanent and leased staff

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

degree programs which critically depend on temporary staff

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

The department has a strong international research presence and successfully acquires both national and international research funding. It benefits from staff with ample international training and experience. Research facilities and infrastructure are up to date and PhD students and postdocs clearly show ownership of their research projects. Students routinely participate in research activities at all levels of their curriculum and learn important research skills there. Although most courses address research skills, this could be better signposted in course documentation. Of importance is the inclusion of current good practices related to research integrity and open science. In spite of this strong research orientation in the programs at all levels, it is surprising that students can obtain a master's degree without having written a thesis. The committee is of the view that having a thesis as compulsory part of the master's program is indispensable to meet international standards. Current (and former) students informed us that they all intend to undertake (or undertook) a master's thesis, so there are indications of the high value and level of interest in this element of the program. We recommend that the program team reviews this as a matter of urgency. We note that there is also an opportunity to consider in the future whether the bachelor's thesis should become compulsory.

Strengths

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

excellent international research profile, strong funding, good research infrastructure

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

master's program should include compulsory thesis

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Department finances were not formally audited. However, it appears that the departments manage the available budgets adequately. Cuts in the financial budget of the department limit the extent to which the department can fully realize its mission. Also, the department faces problems in obtaining sufficient student scholarships.

Strengths

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

resources well managed

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

dependence on university budgeting

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

One cannot visit the department of psychology without being impressed. The department has several strong degree programs and a majority of staff with internationally competitive research profiles. The department has close links to Cypriot society and a genuine investment in addressing its needs. When one considers that the department is only 16 years old, its achievements to date speak for themselves.

In a sense, the department is coming of age. The comments throughout this document are largely aimed at consolidating and documenting practices which are, by and large, examples of excellent education in psychology. As the department matures and places its feet more firmly on the international stage, it will need to make clear to its students the hows and whys of its curricula and processes. There is also a major opportunity for rationalization, considering carefully which courses should be offered, and in which combinations and languages, in order to offer degrees which are nationally and internationally attractive, and reflect honestly the genuine strengths and unique situation of the department and the university.

Some specific and possibly painful changes will be necessary. Some courses might be cancelled; the master's program should include a compulsory thesis. Other changes are likely to emerge as a consequence of more focused strategies around issues such as topic specialization and internationalization.

All in all, we are happy to conclude that the department is largely compliant with the regulations of the CAQAAHE and we expect it to go from strength to strength.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
MARTIN CORLEY	
PATRICIA BIJTTEBIER	
CHLOE YIANNAKOU CONSTANTINIDES	
ANDRI STRATOURA	
FullName	

Date: 06/03/2020

