DOCTORAL STUDENT HANDBOOK

PhD in Psychology

2025

Regulations for the Completion of a PhD in Psychology

Contents

About this handbook

This handbook provides an introduction to doctoral study in psychology at Neapolis University Pafos. It is a guide for what you can expect during your doctoral studies and what is expected of you. Within this handbook, you can find general principles about the teaching and assessment of your PhD programme. In addition, you can find details about where to go for help and support during your studies.

Research and innovation at Neapolis University Pafos

Neapolis University Pafos is on a continuous development trajectory aspiring to become a center of academic and research excellence in Cyprus, Europe, and the Middle East. The university is home to a wide range of priority research fields in which faculties and researchers work on projects to address pressing scientific, economic, and social issues.

Through its participation in competitive externally funded research programs and high-quality publications, its research output establishes NUP as one of the leading private universities in Cyprus. The academic personnel and research staff are greatly encouraged to participate in various research projects and activities that showcase their expertise and solidify the university's map of research happenings in Europe.

The university's research efforts are supported and coordinated by the Neapolis Research Office (NRO), a group of experts, and financial managers, that provides support and guidance to the researchers. At the same time, the university's Research Centres, the "Neapolis Pafos Research & Innovation Centre", and the "Neapolis Innovation, Research & Development Centre (NIRDC)" allow Neapolis University Pafos to host internationally renowned researchers and participate in competitive externally funded research projects.

So far, Neapolis University Pafos has participated in several cutting-edge projects that merge its faculties' expertise in areas such as Computer Science, Civil Engineering, Chemistry and Microbiology, Environmental Management and Impact Assessment, and Architecture.

Additionally, Neapolis University Pafos is a full member of the eMERGE (European Margins Engaging for Regional and Global Empowerment) European Universities Initiative, together with Limerick University (UL), Ireland, as

Coordinator, Université Rennes 2 (UR2), Brittany, France, Université Bretagne Sud (UBS), Brittany, France, Europa-Universität Flensburg (EUF), Germany, Inland Norway University of Applied Sciences / Høgskolen i Innlandet (INN), Norway, Univerzita Mateja Bela v Banskej Bystrica (UMB), Slovakia, Dunărea de Jos University of Galați (UDJG), Romania, and Universidad de Burgos, (UBU), Spain. The consortium's mission is to link regional and national development to global connectivity with the core aim of developing The Higher Education Emerging Design for Generation Europe (THE EDGE).

Neapolis Research Office

The Neapolis Research Office (NRO) was formed in 2010 in order to coordinate Neapolis University's growing international exposure and involvement in various research activities. The office is staffed by a group of researchers, consultants, lawyers, financial managers and scientists that provide support and guidance to the researchers.

Since its formation, the NRO's team have worked hard, along with researchers and scientists in Cyprus and abroad on various research programs. Three of the programs are dealing with cutting edge technology in Civil Engineering, Chemistry and Microbiology, Environmental Management and Impact Assessment and Architecture.

The NRO's team is responsible for facilitating the faculty members, researchers and scientists in matters of legal, financial and project implementation management, by coordinating all aspects that are relevant to a project from the day of commencement until the finalization of the project. They provide guidance, support and advice to faculty members, researchers and scientists.

Members of the NRO have personally appeared in project meetings in various cities of Europe, representing Neapolis University in Cyprus and the NRO itself. Due to the expansion of the research activities of Neapolis University, the persons managing NRO, work closely with the Research Promotion Foundation, the European Office of Cyprus, Pafos2017, INTERREG, Creative Europe and Med INTERREG.

NRO's mission is to:

1. Systematically monitor existing and emerging opportunities for NUP faculty members' involvement in international research programmes

2. Identify projects whose value-added, for national and regional policy-making and development and for the University's internal expertise, is considered as valuable
3. Efficiently organize and manage NUP's internal resources, as well as those of other organizations and institutions involved in the implementation of such projects, at European, national, and regional levels, depending on the type of the University's involvement (Lead Partner/ Partner)

Neapolis University Pafos Research and Innovation Centre

The Neapolis University Pafos, Research & Innovation Centre aims to promote scientific research and educational activity on engineering-related issues. Its vision is to conduct high-quality research and disseminate knowledge. The Neapolis Pafos Research & Innovation Centre also seeks to create an attractive academic environment fostering synergies.

The mission of the Neapolis University Pafos Research & Innovation Centre:

- Research Excellence: The Centre's mission is to consolidate and participate in the scientific dialogue. To this end, the Neapolis Pafos Research & Innovation Centre actively supports the conduct of cutting-edge and high-level research based on the latest developments in disciplines and fields related to developing and promoting innovative ideas. Furthermore, the mission of the Neapolis Pafos Research & Innovation Centre is to build and consolidate scientific and research collaborations with other institutions and centres of research excellence and innovation.
- The Neapolis University Pafos Research & Innovation Centre provides the necessary space for the research and training of young scientists.
- The Neapolis University Pafos Research & Innovation Centre has as its primary objective the integration of social contribution and interaction with the local and beyond society. This, moreover, is the reason why it supports and promotes synergies and collaborations with local government bodies and the local community.

The Neapolis University Pafos Research & Innovation Centre aims to create integrated research infrastructures with the ultimate goal of fulfilling the founding vision and ambitions of Neapolis University Pafos, which is the emergence of the institution as a leading academic research destination in the Eastern Mediterranean and Europe, as well as the consolidation of the University in the leading international scholarly community. The Centre's activities are organized and developed with a central focus on bridging the gap between scientific knowledge and social need by promoting themes and fields related to social development, exposure to innovative ideas and solutions, and environmental actions. The Neapolis Pafos Research & Innovation Centre is a non-profit

organization. Finally, the Neapolis University Pafos Research & Innovation Centre assists in achieving, from the university's point of view, the 17 Sustainable Development Goals (SDGs) as set by the United Nations (UN).

Department of Psychology research laboratories

Doctoral candidates at Neapolis Unversity Pafos will have the opportunity to collaborate with active researchers and become involved in the university's various research laboratories. The Department of Psychology currently houses four research institutes: The Eating and Appearance Research Laboratory, the Counseling Center for Research and Psychological Support, the Cognition, Emotion, and Language Lab, and the Laboratory of Experimental Psychology and Eye-tracking.

Eating and Appearance Research Laboratory

The mission of the Eating and Appearance Research Laboratory (E.A.R.L.) is to identify, understand, and explore body image, disordered eating, and related concerns. The concerns about body image and disordered eating are growing significantly in modern society since societal demands encourage the achievement of an ideal image or lifestyle.

At E.A.R.L., we aim to achieve a greater understanding of how body image and disordered eating affect several psychological mechanisms, both at the individual and the collective/societal level. We aim to inform a variety of audiences such as research communities, the academia, clinicians, and the general public, and aid the application of knowledge to better health.

E.A.R.L. also strives to participate in advocacy and outreach opportunities by reaching out to community organizations to implement body-image-related and disordered eating programs and getting involved in activities that promote awareness of concerns and appreciation of the body.

Counseling Center for Research and Psychological Services

The Counseling Center for Research and Psychological Services (SKEPSI) is under the Neapolis University Division of Student Affairs and supervised by the Department of Psychology. The primary purpose of SKEPSI is to provide free, confidential professional counselling services, including individual, group, marriage, child and/or family psychotherapy, to all university students and the wider community of Pafos and Cyprus.

SKEPSI offers short-term counselling and other evidence-based mental health support options such as self-help resources and group events. Its team is comprised of experienced licensed psychologists and professionally qualified counsellors in line with the center's policy on clinical need and counselling provision. SKEPSI is also a research centre where high quality research is conducted to inform policy, practice, theory and education.

The Cognition, Emotion, and Language Lab

The Cognition, Emotion, and Language Lab (CELL) of Neapolis University Pafos aims to design, conduct, and disseminate research relevant to cognitive and linguistic processes, emotional reactions, and the relation between the two. At CELL, we aim to examine cognition and emotion by bridging ideas, theories, and findings generated within cognitive, linguistic, developmental, and applied psychology (counselling and clinical psychology) through various methods such as surveys, lab experiments, and field experiments.

At CELL, we take an interdisciplinary approach to the study and understanding of cognition and emotion, focusing on basic research and the production of new knowledge in the field and on applied research with direct applications to clinical practice. We strive to gain a deeper understanding of human behaviour using novel methodologies and state-of-the-art equipment.

CELL provides research opportunities to students or researchers interested in studying cognition and emotion or who would like to expand their knowledge in the area by opening calls for research. Additionally, CELL accepts proposals from students or researchers who want to conduct studies that fall under the lab's mission.

Laboratory of Experimental Psychology and Eye-tracking

The Laboratory of Experimental Psychology is equipped with 6 computers. Special software, such as- Prime 2.0, SPSS, R and Adobe Photoshop, is installed on these computers. Three independent phone lines are also available in order to facilitate telephone researches.
The Laboratory is available to students for reasons of research under the supervision and with the support of members of the academic staff. Research activities of this kind may be part of bigger research programmes, PhD theses or any other activities for acquiring research experience.
The existence of the Eye-tracking Laboratory enables the conduction of experiments that study eye movements in order to raise conclusions related with the structure and function of the human brain. It also enables the conduction of research on various issues related with human development and various cognitive functions, such as perception, memory, attention, reading etc. The Laboratory is available to students for reasons of research under the supervision and with the support of members of the academic staff.
The Laboratory is equipped with an Eye Tracker EyeLink 1000, of the company SR Research. The Laboratory is also equipped with special software for the creation of experiments and data analysis (Experiment Builder, Adobe Photoshop, SPSS, R). The Eye Tracker is able to collect various kinds of data, both behavioral (e.g. time of reaction) and psychophysiological (e.g. eye movements).

Equality, diversity and inclusion

Neapolis University Pafos is proud of its diversity and recognises the value that this brings to university life. The university embraces and celebrates the differences between people, recognising the strengths and benefits of a diverse and inclusive society, workforce and student body. It is our firm belief that education should be available to all sections of society, providing an inclusive working and learning environment for students and staff, so that all may develop to their full potential.

The university is committed to providing the highest quality academic and working environment, where all staff, students, visitors and contractors are employed, welcomed, respected and treated in a fair manner that is free from unlawful discrimination, harassment and victimisation. No one shall be treated less favourably because of age, disability, sex, sexual orientation, gender identity, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief.
Neapolis University Pafos is committed to promoting equality, diversity and inclusion (EDI) in all aspects of its activities, through the development of fair and equitable policies, procedures, academic programmes of study, courses, and training and development programmes. The university encourages and promotes

an inclusive approach that treats colleagues, students and other service users with respect.

In 2021, Neapolis University Pafos announced two EDI policies: the umbrella Equality, Diversity, and Inclusion policy and the Gender Equality policy; to support our equality and diversity aims and values, and to meet our legal commitments, we plan to introduce a number of linked policies, schemes and action plans, which will support the umbrella Equality, Diversity and Inclusion policy of the university. The university is, also, a signatory to Diversity Charter Cyprus (DCC), with which it declares its commitment to the principles and values of respect for diversity and for their inclusion in its workplace, and it has signed a Memorandum of Understanding with the Centre for Social Innovation(CSI) which is the official representative of the European Platform of Diversity Charters of the European Commission in Cyprus and manages Diversity Charter Cyprus. In 2021, the university also appointed its first Lead for Equality, Diversity and Inclusion, Professor Alina Tryfonidouwho, together with the other members of the EDI team of the university, is responsible for administering our EDI policies, schemes and action plans and to provide direction and encouragement on diversity and inclusion.

The university's Equality, Diversity and Inclusion policy sets out the university's commitment and objectives for equality, diversity and inclusion and its aim to ensure that all members of the Neapolis community have equal access to opportunities. The Policy is strongly underpinned by the university's core values as a diverse and inclusive academic community that respects individuals and enables them to strive for success in order to contribute positively and sustainably to the local region, wider society and the national economy. For this purpose, the university is committed to:

1. Encouraging the integration of equality into the structures, behaviours and culture of the university
2. Providing a means of demonstrating how, in carrying out its functions, the university is promoting equality
3. Encouraging everyone to take responsibility for equality and diversity
4. Mainstreaming, as a more effective use of resources in the delivery of the equality and diversity agenda and as part of a long term, sustainable approach.

At Neapolis we have ambitious plans to advance equality, diversity and inclusion for our students, staff, and the wider society, through the work we do, through teaching and learning, and through our research.

Doctoral Studies at Neapolis University Pafos

PhD candidates at Neapolis University Pafos have access to various research laboratories and equipment. Training in qualitative and quantitative research methods is available to refresh and reinforce candidates' existing research skills, and additional specialist training is available to allow candidates to develop new research abilities. In addition, candidates have access to training on academic writing, preparing and submitting journal articles, and presentation skills. Our PhD candidates are supported to publish their results in peer-reviewed journals as well as to present their work at international conferences in their subject area.

A team of expert researchers supervises each PhD candidate in their subject area. This team will guide them through their research project's design implementation and reporting.

About the PhD programme

The PhD programme in psychology aims to train future researchers in the field of psychology. The programme focuses on developing the necessary skills for graduates to become independent researchers at the post-doctoral level. The programme comprises several areas of specialisation; however, candidates will have to propose projects within the specialist areas within the supervisor's fields of expertise.

Doctoral candidates are expected to design and execute an independent original research project and produce a dissertation. Through their research project, candidates are expected to provide significant evidence of an original contribution to knowledge, develop or apply innovative research or intervention methods, and consequently advance scientific knowledge in an area of psychology.

The specific aims of the programme are for candidates to:

- Develop an in-depth understanding and critical analysis of current literature and research methodology in the field of psychology.
- Enhance their research skills and facilitate the development of expertise relevant to their research specialisation area.
- Educate candidates on disseminating research findings through publishing in academic journals and presenting their work at academic conferences and seminars.
- Prepare candidates to conduct high-quality and internationally recognised independent research.

The candidate will gain a **Doctor of Philosophy (PhD) in Psychology** upon completing this program.

PhD topic

The PhD topic is typically agreed upon between the candidate and their main supervisor before the offer of admission. The offer may be refined and adjusted by mutual discussion after that.

Duration of study

The completion time for the PhD in Psychology must be at least three full calendar years from the appointment date of the three-member advisory Committee and not exceed five full calendar years. An extension of one calendar year after the maximum five-year period can be granted upon approval of the Advisory Committee.

Attendance and participation

All PhD candidates are expected to actively engage with their studies during their time at the university. Studying towards a PhD requires a significant amount of independent study. Therefore, PhD candidates are expected to monitor their own progress, ensure they are staying on track and meeting their goals, and take the initiative to engage with their supervisor(s) (e.g., by booking online or face-to-face meetings). The primary supervisor and PhD candidate should have a monthly meeting (face to face or online) to monitor the candidate's progress. PhD candidates must remain responsive and actively engaged throughout their study.

Problems can arise, and candidates may need to put their studies on hold for a while. There may be a very good reason why a candidate cannot complete their studies within the maximum time frame. If this should occur, it is important that candidates inform a member of their supervisory team so that they can apply for an extension. Failing to do so may result in significant delays, and not completing their studies on time.

Applying for a PhD in Psychology

Entry requirements

To apply for this PhD programme, you'll need:

- a Bachelor degree in psychology or a related subject area, and
- a Masters degree in psychology or a related subject area

These degrees must be recognised by the Cyprus Council of Higher Education (KYSATS).

How to apply

To apply for the PhD in Psychology, you will need to submit an application to the Secretariat of the School of Doctoral Studies. Applications are accepted throughout the year and the final deadline is the 1st of September, and is the same each year.

Your application will need to include the following documents:

- The completed university application form (available at: https://www.nup.ac.cy/wp-content/uploads/2022/07/EN-APPLICATION-FOR-STUDY-2022-23.pdf)
- A photocopy of your ID or passport
- Two passport photos
- Secondary school leaving certificate
- Bachelor's degree and transcript
- Master's degree and transcript
- Two reference letters
- English language certificate
- Personal statement (up to 500 words)
- Research proposal

Research proposal

As part of your application for a PhD in Psychology at Neapolis University Pafos, you'll need to provide an outline of your proposed research. This should be no more than 2,500 words (ten pages), and include the following:

Title

- Your title should give a clear indication of your proposed research approach or key question

Background and rationale

You should include:

- the background and issues of your proposed research
- identify your discipline
- a short literature review
- a summary of key debates and developments in the field

Research question(s)

You should formulate these clearly, giving an explanation as to what problems and issues are to be explored and why they are worth exploring

Research methodology

You should provide an outline of:

- the theoretical resources to be drawn on
- the research approach (theoretical framework)
- the research methods appropriate for the proposed research
- a discussion of advantages as well as limits of particular approaches and methods

Plan of work and time schedule

You should include an outline of the various stages and corresponding timelines for developing and implementing the research, including writing up your dissertation.

For full-time study your research should be completed within three years, with writing up completed in the fourth year of registration.

Bibliography

You should include:

- a list of references to key articles and texts discussed within your research proposal
- a selection of sources appropriate to the proposed research

Risk Management

You should identify possible problems or difficulties that you may expect to face during your studies and plan for how these will be resolved.

Assessment of application

The Steering Committee (see below) is responsible for assessing your application. In its assessment of the application, the Steering Committee takes into account: the quality of the research proposal, its scientific maturity, undergraduate and postgraduate degrees, other awarded degrees, scientific publications and presentations at conferences, awards and recognition as well as the content of the reference letters. The Steering Committee will also appoint you a 3-member Advisory Committee (see below) who will supervise your studies.

Supervision and doctoral committees

Primary supervisor

The primary supervisor should be a member of the Department of Psychology at Neapolis University Pafos, a faculty member of another university that is in collaboration with Neapolis University Pafos, or an emeritus professor, professor, associate professor or assistant professor.
The primary supervisor plays a vital role in the doctorate programme, providing the candidate with support from starting to submitting the dissertation (and beyond). The primary supervisor is an expert in research being carried out for the PhD, and is there to provide academic advice and practical support. This is given through regular, monthly, one-on-one supervisory meetings throughout the course of the PhD.

Steering Committee

The Steering Committee is the core group that guides and shapes the PhD program at Neapolis University. The group consists of the respective Dean of the School, the respective Chair of the Department of Psychology, the Administrative Officer, the Representative of the Administrative Staff, the Faculty Members and External Associates. The Dean chairs the Steering Committee.
The Steering Committee is responsible for:

- Assessing the application: this involves checking the fulfilment of the formal requirements of the application, the research proposal, and the other accompanying documents.
- Approves the subject of the doctoral dissertation.
- Approves the Advisory Committee and the Examination Committee.
- Declares the applicant as a doctoral candidate.

The Steering Committee has the right to reject the candidate's proposal or to request from the applicant to re-submit the research proposal. In the latter case, the applicant's proposal must be re-examined. The Steering Committee has the right to ask the candidate to attend and successfully complete several courses as a prerequisite for admission to the program. The Steering Committee may also replace the members of the Three-Member Advisory Committee. The Steering Committee can approve requests for a doctoral dissertation to be submitted in a foreign language.

Advisory Committee

A three-member Advisory Committee is appointed for each doctoral candidate who is admitted to the PhD Programme in Psychology. This Committee is responsible for guiding and supervising the candidate. The Advisory Committee consists of:

- The candidate's primary supervisor.
- Two other members, one of which may be a faculty member of another department of Neapolis University Pafos or another university (either within Cyprus or internationally), or a retired university professor.

On occasion, it is possible that a permanent member of the Department of Psychology at Neapolis University Pafos in the rank of a Lecturer may serve as a supervisor, given that the other two members of the Advisory Committee are both either at the Associate Professor rank or the Professor rank. The members of the Committee must have the same or related scientific specialty as the one in which the doctoral candidate is preparing their dissertation.
The Advisory Committee members are in regular contact with the doctoral candidate, comment on, approve or reject the annual progress report and their research papers, and assist candidates in participating in scientific conferences and journal articles. The Advisory Committee submits a progress report to the General Assembly of the department in June each year
In exceptional cases, the candidate can request that their main supervisor or another advisory committee member be replaced with another individual. Should a candidate wish to request a replacement, they should provide reasonable, objective justification to the Steering Committee who will make the final decision. Please note that department Faculty Members may not serve as principal supervisors to more than three doctoral dissertations at the same time.

Furthermore, and in accordance with the directions of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), where there is a real need, established by the Departmental Council, supervisors of doctoral theses may be non-permanently elected members of the academic staff, as long as the following apply cumulatively:

- The supervisors are renowned researchers, with international publications in the research field of the thesis and are permanent members at other universities or research centers.
- The supervisors are bound by a special agreement for the supervision and cooperation with the other members of the Committee for all the years of the preparation of the thesis and are approved by the competent bodies of the University.
- The Department appoints a co-supervisor who is a permanent faculty member from a university in Cyprus, in which the student is enrolled, so the Advisory Committee becomes four members.

Examination Committee

The five-member Examination Committee shall consist of:

- The members of the Advisory Committee
- Two members of Neapolis University in a related field of study or from another university or university-Level Research Center

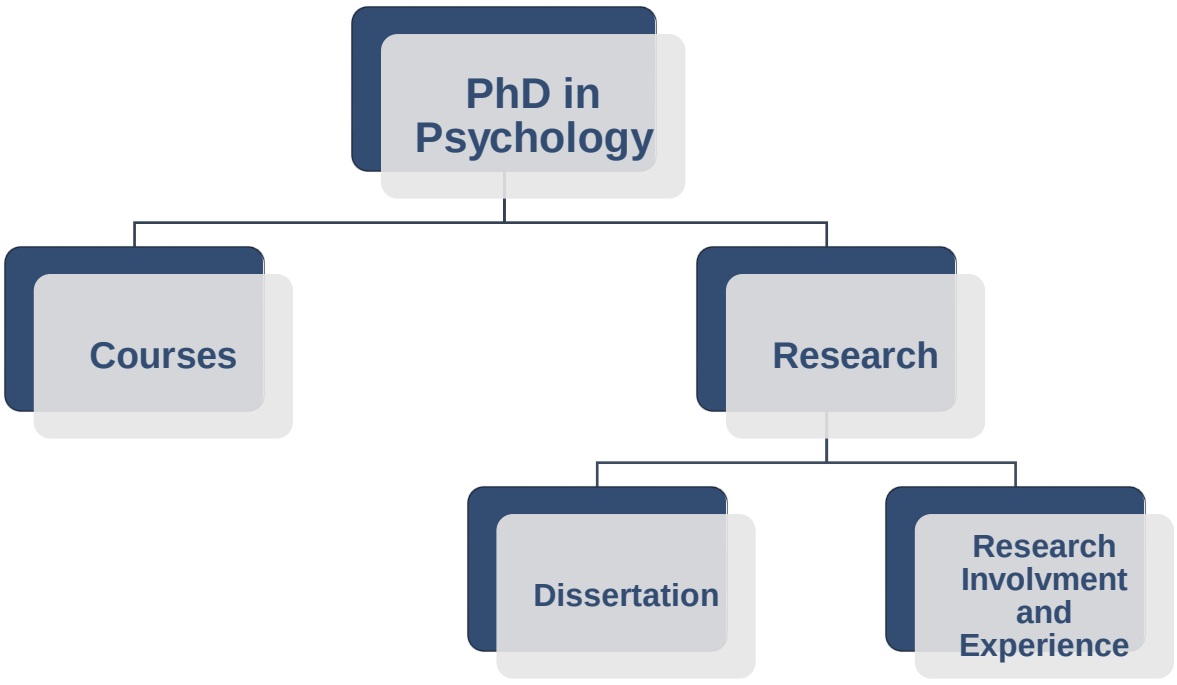
Furthermore, and in accordance with the directions of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), where there is a real need, established by the Departmental Council, supervisors of doctoral theses may be non-permanently elected members of the academic staff, as long as the following apply cumulatively:

- The supervisors are renowned researchers, with international publications in the research field of the thesis and are permanent members at other universities or research centers.
- The supervisors are bound by a special agreement for the supervision and cooperation with the other members of the Committee for all the years of the preparation of the thesis and are approved by the competent bodies of the University.
- The Department appoints a co-supervisor who is a permanent faculty member from a university in Cyprus, in which the student is enrolled, so the Advisory Committee becomes four members.

Structure of the PhD programme

Two main components make up the structure of this PhD programme: a didactic component and a research component (see chart below). Each of these is a compulsory part of the PhD and must be completed in order to graduate. The PhD programme totals 180 ECTS credits.
The programme is designed to equip the candidate with the research skills needed to become an independent researcher, fill in gaps in their knowledge of the chosen field of research, become familiar with good writing practices and publishing research, and prepare them for an academic career.
In the programme's first year, equal emphasis is given to the education/didactic and research components. This gives the candidate time to prepare and develop the necessary skills they will require to carry out their research studies. During the second and third years of the programme, the emphasis is mainly on the research component and the completion of the dissertation.

Structure of the PhD programme



Programme requirements

For the successful award of the title of a Doctor of Philosophy (PhD) in Psychology, the following are required:

1. Course component
    - Successful completion of the teaching modules of the study program (course syllabus, undergraduate and/or courses assigned to the candidate, etc.)

2. Research component

    Dissertation:
    - A successfully defended and approved doctoral dissertation.

    Research activities and involvement:
    - Proven participation with assignment in at least one (1) international peer-reviewed conference and proceedings.
    - At least two (2) publications on a topic from his / her thesis in valid peer-reviewed journals, which belong to the cataloging system, Scopus, Scimago (Q1, Q2, Q3).
    - The submission of annual reports in which it is documented by the
    - Advisory Committee, the progress of the doctoral candidate.
    - The fulfillment of all the academic and administrative obligations deriving from the capacity of the PhD Candidate, in accordance with the provisions of the legislation of the Republic of Cyprus and the letter of acceptance.
    - The participation in annual research seminars where progress reports are presented.
    - The participation in research skills and other research support activities that the NUP Doctorate Unit is organizing.
    - In case of non-fulfillment of the above conditions (or some of them), the University has the right not to award the PhD degree and consequently the deletion of the Candidate.

Checklist

To complete the doctoral program, the candidate must have:

1. Successfully passed the following curriculum courses:

    - PSY900 (Quantitative Research Methodology and Statistics)
    - PSY901 (Qualitative Research)
    - PSY903 (Advanced Quantitative Research Methods and Statistics)

- PSY904 (Advanced Qualitative Research)
- CSE05 (Data Science and Big Data) and the Elective course

2. Enroll in PSY902 and actively participated in research activities carried out by the department's faculty members in the 1st and 2nd semesters of their studies, with a complete record of the involvement in the form of a diary that will be submitted to the primary supervisor every semester.

3. Successfully participated in the three research development seminars organized by the university. These seminars include the active participation in interacting with and attending the lectures of well-known guests/researchers, that will be hosted by the university every year. Additionally, candidates are expected to actively participate in the training activities organized by the university throughout their studies.

4. An approved First Year Progress Report (PR-1).
   The main goal of 1st year Progress Report is to verify that the candidate has developed a clear picture of the field of research they will study and the purpose of their research.
   The First Year Progress Report should not exceed 10,000 words, and should include:
   - a description of the title and research field, including the research objectives and an explanation of where this research differs from previously published research in this field.
   - a presentation of the main terms and theories related to the research, and the proposed methodology.
   - a description of possible practical applications of the research.
   - a brief presentation of the literature, which will describe the main research related to the topic.
   - the research plan, with reference to the main parts of the research and the timeline in which they will be carried out.

5. Completed the annual presentation during research day seminar course. The candidate is required to present a seminar that will be addressed to undergraduate and postgraduate candidates and faculty members of the Department of Psychology, on Research Day, during the 3rd semester of their studies. The seminar will be related to the candidate's research topic and will last up to 30 minutes, with an additional 15 minutes for questions and feedback. The presentation should be made in a way that is understandable to a wide audience, but that also clearly describes the essence of the research of the doctoral candidate and their progress up to that point. At the end of the presentation, the audience (faculty members and candidates) will be able to give feedback to the candidate about the

content of the talk, the presentation, the perceived impact of their research, and so on. All staff and fellow psychology PhD candidates are expected to attend all candidate presentations.

6. An approved Second Year Progress Report (PR-2)
   The main goal of Second Year Progress Report is to verify that the candidate has further developed a clear picture of the field of research they will study, and the purpose of their research.

   The Second Year Progress Report should not exceed 10,000 words, and should include:
   - a final description of the title and field of research, including the final objectives of the research.
   - a description of practical applications of research.
   - the research plan, with reference to the main parts of the research and the time in which they will be carried out
   - the complete methodology and proposed statistical analysis.

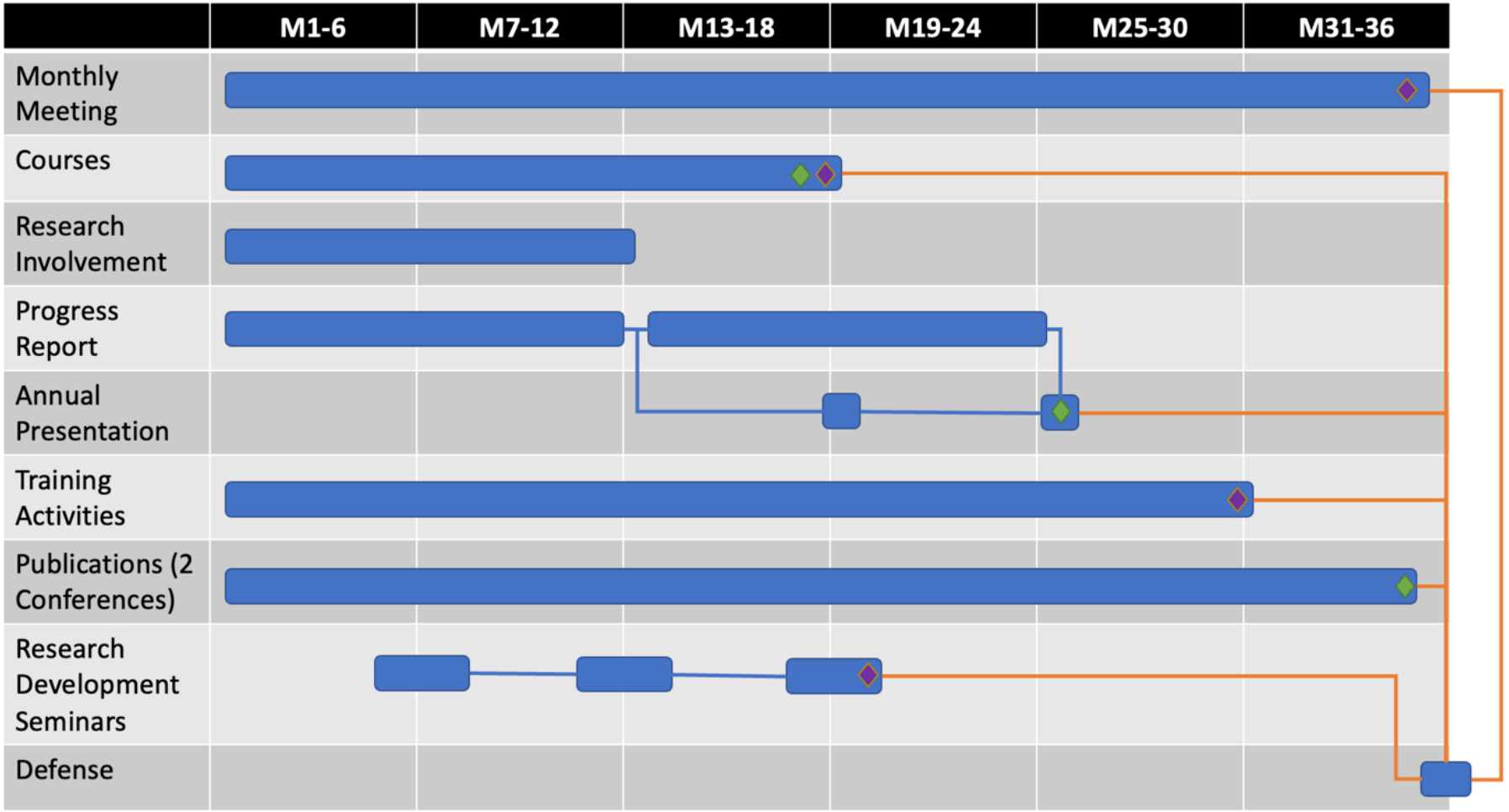
7. Second Year Progress Report (Second Annual Presentation Component)
   Concerning the presentation component of this requirement, PhD candidates must present their research progress to the three-member Advisory Committee at the end of the 2nd year. This is done to certify that the research project's progress is satisfactory. Students are required to present their progress up to that point formally. The second-year presentation is designed to assess candidates' progress and confirm that they are on the right track for their 3rd year. Only candidates who have completed the first year education requirements and have successfully passed the second year presentation will be allowed to register for the PSY920 course (Write-Up I) and PSY921 (Write-Up II) and participate in the Viva Voce (oral examination).

8. To submit the completed doctoral dissertation following the guidelines at the end of the 3rd year.

9. To successfully defend the doctoral dissertation to the Evaluation Committee.
10. Proven participation with assignment in at least one (1) international peer-reviewed conference and proceedings.
11. At least two (2) publications on a topic from his / her thesis in valid peer-reviewed journals, which belong to the cataloging system, Scopus, Scimago (Q1, Q2, Q3).

The timeline of the required activities can be seen in the Gantt chart overleaf.

Timeline of activities required for the completion of a PhD in Psychology



Special circumstances

Students applying for the doctoral program who do not have an undergraduate degree in psychology will need to attend and successfully complete additional undergraduate or postgraduate courses before they can formally begin the first year of their studies. The courses that will be deemed necessary will be selected by the Steering Committee based on the background of the candidates and their previous education, their field of research and the proposals of the supervisory Advisory Committee and the department's faculty members.

Given the interdisciplinary nature of psychology, the Steering Committee will consider applications from candidates holding degrees in relevant fields, such as education, sociology, anthropology, etc. , who must also successfully complete the following 5 core modules:

- Introduction to Psychology
- Research Methods in Psychology
- Psychological Measurements
- Biological Basis of Behavior
- Behavioral Science Statistics

Additionally, depending on the selected research area, the candidate may also be asked to choose from these specialised topics:

- Social Psychology I & II
- Educational Psychology & School Psychology
- Cognitive Psychology I & II
- Neuropsychology
- Developmental Psychology I & II
- Clinical Psychology I & II
- Counseling Psychology I & II

Extra Opportunities

Teaching

With the proposal of the Steering Committee, it is possible to assign teaching assistant responsibilities to the doctoral candidates for undergraduate or postgraduate faculty members, with hourly pay. The weekly working time of doctoral candidates cannot exceed six hours.

Journal Involvement

The Department of Psychology has the editorialship of the European Journal of Counselling Psychology. Candidates will have an opportunity to be involved in the overall functioning of the journal.

European Projects

The Department of Psychology is actively involved in several European Projects that require the involvement of researchers. Candidates will have the opportunity to be involved in these projects.

Courses

Below is a summary of the course structure. For individual course syllabi refer to **Appedix A**.

A/A	Course Type	Course Name	Course Code	ECTS Credits
YEAR 1, SEMESTER 1				
1	Core	Quantitative Research Methodology and Statistics	PSY900	7.5
2	Core	Qualitative Research	PSY901	7.5
3	Core	Faculty Research Involvement	PSY902	15
		TOTAL		30
YEAR 1, SEMESTER 2				
4	Core	Advanced Quantitative Research Methods and Statistics	PSY903	7.5
5	Core	Advanced Qualitative Research	PSY904	7.5
6	Core	Research Stage I	PSY905	7.5
7	Core	First Year Progress Report	PSY906	7.5
		TOTAL		30
YEAR 2, SEMESTER 1				
8	Core	Research Day Seminar	PSY910	7.5
9	Core	Data Science and Big Data	CSE05	7.5
10	Core	Research Stage II	PSY911	7.5
11	Elective	Elective course	See List	7.5
		TOTAL		30
YEAR 2, SEMESTER 2				
12	Core	Second Year Progress Report - Presentation	PSY912	15
13	Core	Research Stage III	PSY913	15
		TOTAL		30
YEAR 3, SEMESTER 1				
14	Core	Write-up I	PSY920	30
		TOTAL		30
YEAR 3, SEMESTER 2				
15	Core	Write-up II	PSY921	30
		TOTAL		30
		GRAND TOTAL ECTS credits		180

Electives

In year 2, semester 1, candidates have the opportunity to select an elective course. The elective should be selected based on its relation to the topic of the PhD research. The following electives are available:

CS353	Image Processing
CS355	Computational Numerical Analysis
CS362	Artificial Intelligence
CSE304	Pattern Recognition and Machine Learning
CSE06	Game Development
CSE11	Human Computer Interaction
CS355	Computational Numerical Analysis
BUSN302	Consumer Behaviour
MPS525	Educational Leadership and Management of Human Resources
MPA604	Counselling and Communication in Education
MPA605	Administration and Management in the School Unit
MPA606	Design and Development of Analytical Curricula
MBA580	Leadership and Organisational Behaviour

Candidates can select electives which are not included here upon approval of the Steering Committee.

Research

Dissertation

The purpose of this section is to inform the candidates of the PhD Programme in Psychology of Neapolis University Pafos about the guidelines for conducting their dissertation. Completing the dissertation is mandatory for a candidate to graduate with a PhD in Psychology and corresponds to 2 semesters of 30 ECTS credits each (total of 60 ECTS credits). On the one hand, the dissertation should provide the scientific and academic community with unique work undertaken by the candidate and, on the other hand, encourage the development of the candidate's research skills at the doctoral level. In addition, the candidate has the opportunity to write a unique project in the field of psychology. The dissertation must follow the 7th edition of the publication of the American Psychological Association.

The proposed structure may include the following:

1. Summary: A summary of the study in 150 to 200 words

2. Introduction: This section begins with the research question explaining why the research is interesting and important in the literature and later with a bibliographic review of the theory and theoretical background, previous research findings, and other articles on the subject. Finally, the dissertation's objectives, research questions, hypotheses and rationale must be analysed.

3. Methodology: Presentation of the methodology and the procedure followed for conducting the research in such a way that it is possible to evaluate the reliability of the results.

4. Results: Presentation of data analysis, results and key findings.

5. Discussion and conclusions: The discussion consists of evaluating and interpreting the results in light of the project objective, research question, hypotheses, and theoretical background. In addition, the study's limitations are examined, and conclusions and future research are described.

6. References: Follow the instructions in the 7th edition of the American Psychological Association publication handbook for the list of references.

7. Appendices: The dissertation may include appendices to explain or describe tables, questionnaires, etc.

For more specific instructions on the exact structure, ask for the form "Guide to Formatting doctoral dissertations" from the Secretariat.

Completing your doctoral dissertation

The completion of your research and dissertation will be carried out in the following four stages (described in more detail below):

Research Stage	Semester	Activities
1	2	Confirmation of primary supervisor & advisory committee Submission of research proposal Submission of First Year Progress Report
2	3	Submission of application to Bioethics Committee
3	4	Data collection Data analysis Submission of Second Year Progress Report
4	5 & 6	Write up of dissertation

Progression from stages 1 to 2, and 3 to 4 will depend on the successful approval of the First and Second Year Progress Reports respectively.

Stages for completing your doctoral dissertation

1. Before starting work and enrolling in PSY905 (Research Stage I, 2nd semester), the candidate should contact the potential supervisor (Selection Criteria: having the same speciality and/or similar research interest) and discuss with him/her the possibility of cooperation. If the selected Faculty member or Scientific Associate of the department is unavailable for the candidate's speciality, the candidate may choose any available supervisor from other psychology programmes who can support their work. Occasionally, the candidate may have as principal supervisor a person outside the university whom the Steering Committee of the PhD programme and the General Assembly of the department must approve. The candidate is encouraged to contact potential supervisors at least three months before the semester in which the course Research Stage I officially begins.

2. After the candidate informally agrees with his / her potential supervisor, he/she must formally inform the PhD Programme Coordinator via e-mail, providing the supervisor's name by the end of the fourth academic week of the semester offered by the course PSY904 (Research Stage I).

3. Following the formal assignment of the supervisor and the rest of the 3-member Advisory Committee, the preliminary research proposal must be submitted as shown in Annex A. Supervisors and 3-member Advisory Committee at this stage can only provide limited guidance, as candidates are assessed for their research skills and ability to work independently. The preliminary research proposal must follow specific instructions (see Annex A). The deadline for this submission is the end of the eighth week, which begins the semester of the course PSY904. Late submissions will not be accepted. During the first semester of enrollment in the course PSY904, the candidate will be graded on this proposal and given feedback within two weeks after submission. If the proposal is rejected, the candidate is advised to re-submit a different proposal within three weeks. Upon completing this preliminary proposal with a grade of over 50% in the course PSY904, the candidate can formally start working on their dissertation with the 3-member Advisory Committee. Otherwise, he/she will have to follow the same procedure again over the summer and submit an amended research proposal by 16 August.

4. During the third semester of study and enrollment in the course PSY911 (Research Stage II), the candidate is invited to submit their application to the Cyprus National Bioethics Committee (CNBC) as a prerequisite for the collection of research data. If this proposal is submitted to the CNBC until the 8th week of the academic semester, the candidate will be able to receive a full grade in the course PSY911 (Research Stage II). Proposals submitted after the 8th academic week are permitted but are penalised by a 15% grade deduction for each week of delay until the 13th week. If the proposal is submitted to CNBC after the 13th week, the candidate will receive a grade of "0" and must repeat the process.

5. Note: The CNBC usually announces the official decision to the candidate in 40 to 60 days. Only after the official approval of the CNBC can the candidate proceed to the data collection. The candidate is responsible for completing and submitting the application to the CNBC and for paying any fees (fees are

deducted from the candidate's tuition). For further instructions on applying to the CNBC, candidates can visit the following website:

http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/index_gr/index_gr?opendocument

6. The candidate should aim to collect data at the end of the fourth semester of enrollment in the course PSY913 (Research Stage III). Data entry and statistical processing are advisable to be done during this period. The acting supervisor will register the candidate's grade in the course PSY913 (Research Stage III), depending on their progress.

7. If the candidate succeeds in the courses PSY904, PSY911, and PSY913, then he/she will enrol in the last two courses, PSY920 and PSY921 (Write-up I and II), where he/she will write their dissertation, under the guidance of the 3-member Advisory Committee.

8. Upon approval of the Advisory Committee, the candidate is responsible for submitting the final form of their dissertation to their Examination Committee four weeks before the end of the semester of enrollment in the course PSY921 (Write-up II) where the following procedures will be followed for scheduling oral defence of the dissertation.

9. The size of the dissertation ranges between 80,000 and 120,000 words.

10. The candidate determines the day and time of support of their dissertation in consultation with their Examination Committee.

11. The candidate informs the Secretariat about the day and time responsible for the room's appointment.

12. The Secretariat of the department creates the invitation and informs the academic community of the defence.

13. The dissertation is presented in an open lecture to which the academic community has been invited.

14. The dissertation is discussed with the Committee's five members after the public has departed.

15. The Examination Committee meets and formulates its final report.

16. The Examination Committee submits a written substantiated suggestion to the department's Chair with any suggestions to the prospective candidate.

17. The department Chairperson forwards the Examination Committee's recommendation to the Dean of the School for approval.

18. In case the Examination Committee suggests changes or improvements, the final approval for the award of the title is given after the acting supervisor confirms in writing that the recommendations of the Examination Committee have been implemented.

19. In case the recommendation of the Examination Committee is not unanimous, the Dean may refer it back to the department and ask the Board of the department to appoint two other external judges to evaluate the dissertation. The submissions of the two new external evaluators are submitted to the Chairperson. The Chairperson forwards their suggestions to the Dean of the School for final approval.

20. In case of rejection of the PhD dissertation, the Examination Committee may request the repetition of the procedure once more. The terms of resubmission shall be determined in writing by the selection board. The resubmission of the doctoral dissertation must be done within five academic years (ten semesters), which is the maximum study duration of a PhD level candidate.

Assessment of doctoral dissertation

In this section you can find an outline of the procedure for the writing, submission and assessment of your doctoral dissertation.
At the end of the first two years of study, the candidate will present the progress of their doctoral research before the Advisory Committee. The presentation is open - other post graduate candidates can participate. Specifically, Masters candidates, other doctoral candidates, as well as other faculty members or invited faculty members from other universities can attend. The Advisory Committee will evaluate the presentation, and if it is believed that not enough progress has been made in the preparation of the doctoral dissertation, a second opportunity may be given for a new presentation and evaluation of the progress within a period of four months.

1. The doctoral dissertation is written in Greek or English. When the writing of the doctoral dissertation is completed, and the report of the three-member Advisory Committee is prepared, the law's provisions for supporting the doctoral dissertation are applied.

2. The doctoral candidate submits five copies of their dissertation, one to each member of the Examination Committee. In addition, the candidate must provide an electronic copy as well.

3. The doctoral dissertation's examination is held publicly before the Examination Committee. A member of the Examination Committee chairs the examination process after a decision of its members.

4. The examination includes (a) the presentation of the dissertation by the candidate and (b) questions by the Examination Committee. The presentation of the dissertation should not exceed 45 minutes and should not last less than 15 minutes. The whole process must not exceed two hours. The audience and the candidate then leave the room and the examination committee's final judgment of the dissertation follows.

5. The Examination Committee judges the original content of the dissertation and its substantial contribution to science, as well as the candidate's competency in the subject matter.
   The selection board then decide whether to:
   a. approve the doctoral dissertation as it has been submitted
   b. request minor or major modifications subject to approval
   c. refuse its approval

6. The approval of the doctoral dissertation requires the consent of at least three members of the Examination Committee. An absolute majority of the members grades the dissertation present according to the following scale:
   - Excellent with distinction (in exceptional cases and by unanimous decision of the Examination Committee),
   - Excellent
   - Very Good
   - Good

   In the event of a tie, the vote shall be repeated. In any case, if there is a tie, the vote of the Chairman of the Examination Committee shall prevail.

7. Once the Examination Committee have come to a decision, the result of the dissertation decision (i.e., minutes of the examination and meeting) is signed by all the members of the Examination Committee. On the same or the next day, the Chairman of the Examination Committee forward the decision to the General Assembly of the department. The Examination Committee may request clarifications, linguistic or typographical corrections to the text of the doctoral dissertation that do not alter its substance. The supervisor is responsible for certifying the successful response by the candidate to the remarks of the members of the Examination Committee. The approval of the dissertation is made only after the new text is submitted and the certificate of the supervising professor for the successful revision of the text. The new text is submitted in two copies to the university Library.

Research activities and involvement

Professional development skills training allow PhD candidates to become more effective, efficient and confident as professionals and hence reach for competencies of professional career development and application. The program requires compulsory workshops either offered from Neapolis University Pafos or other affiliated institutions or other universities that are aligned with a development framework.

All candidates are required to undertake the equivalent of two weeks transferable skillstraining for each year of their study. And should be effectively shown in the annual progress reports. Candidates are also required to undertake equality, diversity and inclusion and relevant research ethics and integrity training appropriate to all disciplines of the PhD.

Professional training opportunities on research integrity and public engagement in also encouraged. This activity encompasses among others mental health and well-being of PhD candidates and is aimed at fostering a sense of community and inclusivity.

Academic dishonesty and termination

Plagiarism

When submitting their dissertation for the final examination, PhD candidates should explicitly state (in the Preface) the sources from which they drew their information, the extent to which they benefited from the work of others, and parts of the submitted dissertation that are considered originals. In addition, they should include a signed statement which explicitly refers the following: "I hereby declare that the dissertation is entirely of my own work and no part of it is copied from printed or electronic sources, translations from foreign language sources or a reproduction from other researchers' or candidates' work. Where I have based on ideas or texts of others, I have tried with all my strength to clearly define through good use of references following the academic ethics. "
All PhD dissertation will be checked electronically via the Turnitin Plagiarism System to avoid plagiarism and can be turned in only once. In the event of plagiarism and following the recommendation of the Three-Member Advisory Committee, the Steering Committee has the right to impose sanctions on the PhD candidate, including the downgrading or termination of the program.

Termination

Should a doctoral candidate not meet the requirements of the doctoral program, they are terminated automatically by decision of the Advisory Committee. This means that they do not receive their PhD diploma. The Advisory Committee will proceed to termination in cases where the candidate:

- Does not complete the dissertation within the prescribed time limit of 5 years of study
- Has failed for the second time to successfully defend their doctoral dissertation.
- Has failed to submit the progress reports within the pre-set time limit of two months.
- Has been convicted of plagiarism.
- Has not fulfilled the contractual obligations to Neapolis University Pafos as agreed upon enrollment in the program.
- Their general behavior is not in line with the principles and ethics of the academic community.

Complaints and appeals

Complaints procedure

The following procedure is based on the statute's general provisions governing the university's operation. It outlines the steps that should be taken in the case that a candidate has a complaint concerning the adequacy of his supervision, or other significant issues with the supervisor:
If problems arise with the adequacy of the supervision of the doctoral dissertation doctoral candidates should:

1. Contact the dissertation supervisor and any of the members of the Steering Committee. If the problem persists, the candidate whould file a written request to the Chair of the department. In the event where the Chair of the department is the main supervisor, the written request is sent to the Dean of the School.

2. Within a period of 10 days, the Chair/Dean will consult with the involved parties and suggest ways to address, deal with and solve the problem.

3. Complaints regarding the adequacy of supervision are not considered following the submission of the dissertation.

Appeals procedure

Neapolis University Pafos is committed to ensuring fair assessment procedures for all candidates. As part of this, the candidate has a right to appeal against any assessment decision, they deem to be unfair. The appeals procedure is as follows:

1. The candidate should notify their primary supervisor and/or any members of their Steering Committee of dissatisfaction with the outcome of the assessment within 7 days of the assessment decision, stating why there is disagreement with the decision.

2. If the problem persists, the candidate whould file a written appeals request to the Chair of the department. In the event where the Chair of the department is the main supervisor, the written request is sent to the Dean of the School. This letter should:

    (i) Explain why the outcome has not resolved the issue.
    (ii) Explain on which of the following grounds on which you believe Neapolis University Pafos should review its decision:
        - that relevant evidence has not been taken into account;

- that irrelevant evidence was taken into account;
- that any relevant university regulations, policies or procedures have not been applied correctly;
- that the reasons for the decision were not clearly communicated to you;
- that there was bias, or the likelihood of bias in making the decision;
- that a person or body made the decision without the necessary responsibility or authority;
- that the procedure followed was not fair or adequate;
- that the decision was not one which, in all the circumstances, it was reasonable

3. Within a period of 10 days, the Chair/Dean will consult with the involved parties and suggest ways to address, deal with and solve the problem.

Suspension of studies

In exceptional cases, following a justified request by the doctoral candidate, and a comprehensive positive suggestion of the Advisory Committee, the Steering Committee may decide to suspend the attendance of PhD candidates for a period not exceeding two years. The suspension time does not count in the maximum period for the preparation of a doctoral dissertation.

Sources of advice

Advice on academic concerns is available from:
The **programme coordinator**:
Dr Marios Argyrides
+357 26843608
m.argyrides.1@nup.ac.cy

The **Coordinator of the Doctoral Studies Unit:**
Dr Stalo Georgiou
+357 26843347
stalo.georgiou@nup.ac.cy
Doctoralunit@nup.ac.cy

For advice on other issues that may interfere with your studies, including personal, social or financial issues, you can contact the **Student's Social Support Service** at:
+357 26843600
https://www.nup.ac.cy/the-university/student-care/

The university also provides **counselling services** at its counselling centre (located on campus). You can receive counselling services by contacting us here:
SKEPSI (The Centre for Research and Psychological Services).
+357 26843425
http://skepsi.nup.ac.cy/
skepsi@nup.ac.cy

Appendix: Course syllabi

Course Title	Quantitative Research Methodology and Statistics				
Course Code	PSY900				
Course Type	Compulsory				
Level	Second Level Postgraduate				
Year / Semester	1st, 1st				
Teacher's Name	Loukia Taxitari				
ECTS	7.5	Lectures/ Week	1	Labs/ Week	0
Course Purpose and Objectives	The course targets students to: • Comprehend and discuss the basic principles governing scientific research in the field of Psychology and Counselling. • Acquire knowledge and skills related to research planning, sampling, data collection and analysis, and the extraction of valid conclusions. • Comprehend and discuss ethical issues that arise when designing and implementing research in the field of Psychology. • Acquire knowledge and skills related to data analysis (descriptive statistical analysis, correlation analysis, use of parametric and non-parametric criteria, comparison of groups, linear regression, etc.)				
Learning Outcomes	After completing the course, the students are expected to: 1. Be able to critically be aware and interpret the results of basic descriptive and inferential statistical analyses. 2. Read and critically analyse research articles, understand the methodology and way of analysing the data, and whether the conclusions in the article correspond to the findings. 3. Critically evaluate and independently design a research idea and conduct an empirical study by selecting appropriate sampling and data collection tools. 4. Critically assess, formulate, select and implement descriptive and inferential statistical analyses (descriptive statistical analysis,				

	correlation analysis, use of parametric and non-parametric criteria, linear regression, etc.) using statistical software.
Prerequisites	None
Course Content	**Week 1 - Introduction** • Introduction to Research Methodology (Sampling, Representativeness, Randomization, Validity, Reliability) **Week 2 – Types of Research** • Types of research: Qualitative, Quantitative, Mixed Methods • Categories of Quantitative and Mixed Research Methods **Week 3 – Selecting a Topic** • Selecting a topic • Searching bibliography Practice: Searching online for sources on a topic and choosing appropriate, reliable and credible bibliography. Drawing conclusions from current state of the art in relevant topic. Formative Assessment: • Research idea turned in. • Watch educational video entitled «Not all scientific studies are created equal" at the following link: https://ed.ted.com/lessons/not-all-scientific-studies-are-created-equal-david-h-schwartz» and write down the main arguments of the speaker. Should be turned in in the form of a diary. **Weeks 4 and 5 - Data Collection and Ethics** • Data Collection Procedures • Ethics in Research • Introduction to Excel and Jamovi Practice: working with real data in statistical software. Formative Assessment: • Exercise I: Choose appropriate research design: Use file uploaded on Moodle and answer the questions. Save the file with your name and upload on Moodle again with your answers. The purpose of the activity is to read 3 short articles from a newspaper about several scientific topics, and extent one of those while you propose a research that will answer on one of the questions posed by the newspaper article. • Upload your research idea on Moodle online forum and discuss in peer interaction each other's ideas.

Weeks 6 and 7 – Descriptive Statistics

- Description & Data Visualization
- Exploratory data analysis (EDA)
- Post-scattering measures
- Normality assessment and distributions

Formative Assessment:

- Turn in research idea with proposed sample size and methodology

Breakdowns

- Probability & Z scores

Practice: Visualize data
Formative Assessment:

- Descriptive Analyses and group comparisons: Open file on Moodle with identical name and answer the questions based on the data given to you, using the appropriate statistical analysis on Jamovi.

Week 8 – Introduction to Inferential Statistics

- Inferential statistics
- Parametric vs. non-parametric analysis
- Group Comparison & Associations
  1. t tests
  2. Correlation

Week 9 – Analyses of Variance

- Delivering a research proposal idea
- ANOVA, ANCOVA

Weeks 10 and 11 – Regression models

- Practice: ANOVA, x2
- Statistical models
  1. Simple linear regression (Regression)
  2. Multiple regression
  3. Mixed models

- Practice: Regression
- Data metamorphoses & Non-parametric tests

Formative Assessment:

- Inferential Statistics – Regression: Open file on Moodle with identical name and answer all questions based on the data provided and using the appropriate analyses with JAMOVI.
- Turn in research idea with the proposed method of data analysis.

Week 12 – Non-parametric tests

	• Mann-Whitney U • Kruskall Wallis • Friedman • Wilcoxon **Week 13 – Recap and Practice** • Delivering a research proposal & bibliographic review idea Practice: working with real data and selecting appropriate tests and analyses Formative Assessment: • Turn in final research proposal and bibliography • Grading, peer-review and group discussion
Teaching Methodology	• Enriched theoretical presentations • Group or paired activities • Sharing experiences/self-reflection within the group of students • Personal self-research leaflets • Case studies • Specific exercises per subject • Educational videos • Conversation • Websites • Independent research and autonomous learning
Bibiolgraphy	**REQUIRED TEXTS** 1. Robson, C. (2011). Η έρευνα του πραγματικού κόσμου (Επιμέλεια Χρήστος Σταυρόπουλος). Αθήνα: Gutenberg. **RECOMMENDED TEXTS** 1. Field, A. P. (2016). *Η διερεύνηση της στατιστικής με τη χρήση του JAMOVI της IBM*. Μαύρη, Μ., & Γκιόσος, Γ. (Επιμ.). Αθήνα : Προπομπός. **– Υπάρχει στη βιβλιοθήκη** 2. Ρούσσος, Λ. Π., & Τσαούσης Γ. (2011). *Στατιστική στις επιστήμες της συμπεριφοράς με τη χρήση του JAMOVI*. Αθήνα: Τόπος. – **Υπάρχει στη βιβλιοθήκη** 3. Creswell, J. W. (2011). *Η έρευνα στην εκπαίδευση: Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και*

	ποιοτικής έρευνας (Επιμέλεια Χαράλαμπος Τζορμπατζούδης). Αθήνα: Ίων . – **Υπάρχει στη βιβλιοθήκη** 4. American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington D.C.: APA. . – **Υπάρχει στη βιβλιοθήκη** 5. Σίμος, Π., & Κομίλη, Α. (2003). *Μέθοδοι Έρευνας στη Ψυχολογία και τη Γνωστική Νευροεπιστήμη*. Αθήνα: Εκδόσεις Παπαζήση. – **Υπάρχει στη βιβλιοθήκη** 6. Σταλίκας, Α. (2009). Μέθοδοι Έρευνας στη Ψυχολογία. Αθήνα: Ελληνικά Γράμματα. – **Υπάρχει στη βιβλιοθήκη** 7. Γναρδέλλης, Χ. (2003). *Εφαρμοσμένη Στατιστικ*ή. Αθήνα : Παπαζήσης. – **Υπάρχει στη βιβλιοθήκη** 8. Καρλής, Δ. (2005). *Πολυμεταβλητή στατιστική ανάλυση*. Αθήνα : Αθ. Σταμούλης. – **Υπάρχει στη βιβλιοθήκη** 9. Σαχλάς, Α. Π., & Μπερσίμης, Σ. (2017). *Εφαρμοσμένη στατιστική με έμφαση στις επιστήμες υγεία*. Θεσσαλονίκη : ΤΖΙΟΛΑ – **Υπάρχει στη βιβλιοθήκη** 10. Δαμιανού, Χ. Χ. (2016). *Μεθοδολογία δειγματοληψίας : τεχνικές και εφαρμογές*. Θεσσαλονίκη : Σοφία – **Υπάρχει στη βιβλιοθήκη** 11. Field, A. (2003). *How to Design and Report Experiments*. London: Sage 12. Howell, D. C. (2011). *Statistical methods for Psychology (8th edition)*. Belmont, CA: Wadsworth. – **Υπάρχει στη βιβλιοθήκη** *13.* **Λογισμικό**: *JAMOVI Desktop*
Assessment	**Methods of Assessment** • **Formative assessment** refers to a wide variety of methods that educators use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during, or in-between a course. Through formative assessment, the knowledge acquired by the students allows them to better understand classroom material. Formative assessment methods are conducted above and beyond classroom time and encompass material that leads up to a better understanding and better preparation of students for the graded

assessment methods used in class. Examples of formative assessment methods include peer-consultation on material given in class, peer-consultation on feedback provided by the professor, self-assessment questions, non-graded quizzes, etc. See detailed week by week schedule for formative assessment methods of this course.

- **In and out-of-class exercises:** Various types of activities are used so that the theoretical knowledge of statistics will be applied using Excel and JAMOVI.

- **Written Research Proposal:** In this paper you are invited to select a subject that you are interested in (and possibly be extended as a future Thesis) and to make a brief bibliographic review of this topic. Through the bibliographic review you are asked to identify and substantiate the purpose and objectives (or research questions) of empirical research on the specific dimension of the topic you have chosen. Then you are invited to design the research process (survey plan) for the topic you identified.

- **Final Examination:** The final examination is comprehensive and aims at evaluating the knowledge and skills acquired through classroom activities, lectures, and the study of the relevant bibliography.

		Learning Objectives			
Assessment Methodology	Weight	**1**	**2**	**3**	**4**
Assignment (research proposal)	50%	√	√	√	
Exercises	10%	√			√
Final Exam	40%	√			√

Language	Greek/English

Course Title	Advanced Quantitative Research Methods and Statistics				
Course Code	PSY903				
Course Type	Compulsory				
Level	Second Level Postgraduate				
Year / Semester	1st, 2nd				
Teacher's Name	Loukia Taxitari				
ECTS	7.5	Lectures/ Week	1	Labs/ Week	0
Course Purpose and Objectives	The course targets students to: • Fully comprehend and discuss the principles governing scientific research in the field of Psychology. • Acquire advanced knowledge and skills related to research planning, sampling, data collection and analysis, and the extraction of valid conclusions. • Fully comprehend, discuss and avoid ethical issues that arise when designing and implementing their research in the field of Psychology. • Acquire advanced knowledge and skills related to advanced data analysis (comparison of groups, multilinear regression, SEM, etc.)				
Learning Outcomes	After completing the course, the students are expected to: 1. Be able to critically be aware and interpret the results of advanced descriptive and inferential statistical analyses. 2. Critically analyse research articles and assess whether the findings in the article respond to the data. 3. Critically evaluate and independently design a novel research idea and acquire an empirical survey by selecting appropriate sampling and data collection tools. 4. Critically assess, formulate, select and implement descriptive and inferential statistical analyses concerning their own Thesis using the appropriate statistical package.				
Prerequisites	PSY900				
Course Content	**Week 1 – Introduction to Advanced Analysis** • Advanced analyses				

	Week 2 – Academic Writing • Academic writing in APA style (theses, journal articles, books etc) and conference/poster presentations **Weeks 3 and 4 – Creating Surveys** • Workshop: Using Google Forms and SurveyMonkey to create complex surveys • Processing data from surveys **Weeks 5 and 6 – Experiments in Psychology and Presentation Software** • Workshop: Using E-prime, Experiment Builder, Open Sesame • Eye-tracking and Finger-tracking experiments **Week 7 and 8 – Post-processing of experimental data** • Workshop: what do we do with collected data? How do we bring data to a suitable form for statistical analysis analysis? **Week 9 and 10 – Statistical Analysis** • Practice: (M)AN(C)OVA, • Statistical models 1. Simple linear regression (Regression) 2. Multiple regression 3. Mixed models **Week 11 – Advanced research methods** • Advanced research methods: Mixed effects analysis • Principal Component Analysis (PCA) • Factor Analysis (FA) **Weeks 12 and 13 – Recap and Practice with real data** • Advanced analyses • Mann-Whitney U • Kruskall Wallis • Friedman • Wilcoxon • Delivering a research proposal & bibliographic review idea
Teaching Methodology	• Enriched theoretical presentations • Sharing experiences within the group of students • Group and paired-activities • Personal self-research leaflets • Case studies • Practice with real data • Independent and autonomous learning

	• Specific exercises per subject • Educational videos • Conversation • Websites
Bibiolgraphy	**REQUIRED TEXTS** 1. FOR GREEK - Robson, C. (2011). Η έρευνα του πραγματικού κόσμου (Επιμέλεια Χρήστος Σταυρόπουλος). Αθήνα: Gutenberg. 2. FOR ENGLISH - Edlund, J., & Nichols, A. (Eds.). (2019). Advanced Research Methods for the Social and Behavioral Sciences. Cambridge: Cambridge University Press. doi:10.1017/9781108349383 **RECOMMENDED TEXTS FOR GREEK** 1. Field, A. P. (2016). *Η διερεύνηση της στατιστικής με τη χρήση του JAMOVI της IBM*. Μαύρη, Μ., & Γκιόσος, Γ. (Επιμ.). Αθήνα : Προπομπός. **– Υπάρχει στη βιβλιοθήκη** 2. Ρούσσος, Λ. Π., & Τσαούσης Γ. (2011). *Στατιστική στις επιστήμες της συμπεριφοράς με τη χρήση του JAMOVI*. Αθήνα: Τόπος. – **Υπάρχει στη βιβλιοθήκη** 3. Creswell, J. W. (2011). *Η έρευνα στην εκπαίδευση: Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας* (Επιμέλεια Χαράλαμπος Τζορμπατζούδης). Αθήνα: Ίων . – **Υπάρχει στη βιβλιοθήκη** 4. American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington D.C.: APA. . – **Υπάρχει στη βιβλιοθήκη** 5. Σίμος, Π., & Κομίλη, Α. (2003). *Μέθοδοι Έρευνας στη Ψυχολογία και τη Γνωστική Νευροεπιστήμη*. Αθήνα: Εκδόσεις Παπαζήση. – **Υπάρχει στη βιβλιοθήκη** 6. Σταλίκας, Α. (2009). Μέθοδοι Έρευνας στη Ψυχολογία. Αθήνα: Ελληνικά Γράμματα. – **Υπάρχει στη βιβλιοθήκη** 7. Γναρδέλλης, Χ. (2003). *Εφαρμοσμένη Στατιστικ*ή. Αθήνα : Παπαζήσης. – **Υπάρχει στη βιβλιοθήκη**

	8. Καρλής, Δ. (2005). *Πολυμεταβλητή στατιστική ανάλυση*. Αθήνα : Αθ. Σταμούλης. – **Υπάρχει στη βιβλιοθήκη** 9. Σαχλάς, Α. Π., & Μπερσίμης, Σ. (2017). *Εφαρμοσμένη στατιστική με έμφαση στις επιστήμες υγεία*. Θεσσαλονίκη : ΤΖΙΟΛΑ – **Υπάρχει στη βιβλιοθήκη** 10. Δαμιανού, Χ. Χ. (2016). *Μεθοδολογία δειγματοληψίας : τεχνικές και εφαρμογές*. Θεσσαλονίκη : Σοφία – **Υπάρχει στη βιβλιοθήκη** **RECOMMENDED TEXTS FOR ENGLISH** 11. Field, A. (2003). *How to Design and Report Experiments*. London: Sage 12. Howell, D. C. (2011). *Statistical methods for Psychology (8th edition)*. Belmont, CA: Wadsworth. – **Υπάρχει στη βιβλιοθήκη** *13.* **Λογισμικό**: *JAMOVI Version 27*
Assessment	**Methods of Assessment** • **Formative assessment** refers to a wide variety of methods that educators use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during, or in-between a course. Through formative assessment, the knowledge acquired by the students allows them to better understand classroom material. Formative assessment methods are conducted above and beyond classroom time and encompass material that leads up to a better understanding and better preparation of students for the graded assessment methods used in class. Examples of formative assessment methods include peer-consultation on material given in class, peer-consultation on feedback provided by the professor, self-assessment questions, non-graded quizzes, etc. See detailed week by week schedule for formative assessment methods of this course. • **In and out-of-class exercises:** Exercises are used so that the theoretical knowledge of statistics will be applied using JAMOVI or other relevant software.

- **Written Research Proposal:** In this paper you are invited to select a subject that you are interested in (and possibly be extended as a future Thesis) and to make a brief bibliographic review of this topic. Through the bibliographic review you are asked to identify and substantiate the purpose and objectives (or research questions) of empirical research on the specific dimension of the topic you have chosen. Then you are invited to design the research process (survey plan) for the topic you identified.

- **Final Examination:** The final examination is comprehensive and aims at evaluating the knowledge and skills acquired through classroom activities, lectures, and the study of the relevant bibliography.

		Learning Objectives			
Assessment Methodology	Weight	**1**	**2**	**3**	**4**
Assignment (research proposal)	50%	√	√	√	
Exercises	10%	√			√
Final Exam	40%	√			√

Language	Greek/English

Course Title	Qualitative Research Methods				
Course Code	PSY901				
Course Type	Compulsory				
Level	Postgraduate - Doctoral				
Year / Semester	1st / 1st Semester				
Teacher's Name	Dr Lina Efthyvoulou				
ECTS	7.5	Lectures/ Week	1	Labs/ Week	0
Course Purpose and Objectives	This course is designed to provide an introduction to qualitative research methods in psychology, with a focus on understanding the key principles and practices of qualitative research and developing skills in designing, conducting, and analysing qualitative research projects. Students will be expected to identify a research topic and research questions early in the course and carry out a qualitative research project over the duration of the course. Course Objectives By the end of this course, candidates will be able to: 1. Develop an understanding of the philosophical foundations of qualitative research in psychology, including Ontology and Epistemology. 2. Understand the key principles and practices of different theoretical perspectives such as Narrative Analysis, Grounded Theory, Ethnography, and Interpretative Phenomenological Analysis. 3. Develop an understanding of the types of questions which qualitative research addresses. 4. Understand the role of the Qualitative Researcher in the research process and the importance of reflexivity in qualitative research. 5. Understand the purpose and application of qualitative methods of data collection including interviews, focus groups, and participant observation, ethnography and internet data. 6. Critically evaluate qualitative research and understand how to establish rigour in the research process. 7. Appreciate ethical issues surrounding the use of qualitative methods in psychology such as informed consent, confidentiality. 8. Develop a range of skills in qualitative data collection techniques, including interviewing, observation and on data analysis such as Thematic Analysis for texts.				

	9. Understand how to write a qualitative research proposal specific to psychology research.
Learning Outcomes	Upon completion of this course, candidates will be able to: 1. Explain the key philosophical underpinnings of qualitative research in psychology, including Ontology and Epistemology. 2. Describe the key principles and practices of different theoretical perspectives used in qualitative research in psychology. 3. Identify the types of questions that are best addressed through qualitative research in psychology. 4. Explain the role of the Qualitative Researcher in the research process, and the importance of reflexivity in qualitative research. 5. Explain the purpose and application of various methods of data collection used in qualitative research in psychology, such as interviews, focus groups, and participant observation. 6. Critically evaluate qualitative research in psychology and understand how to establish rigour in the research process. 7. Identify and describe ethical issues that may arise in the use of qualitative methods in psychology research. 8. Develop and apply a range of skills in qualitative data collection techniques, including interviewing, observation, and on data analysis such as Thematic Analysis. 9. Write a comprehensive qualitative research proposal, specific to psychology research, that effectively communicates the rationale and incorporates appropriate research design, data collection methods, and ethical considerations.
Prerequisites	None
Course Content	Week 1: Introduction to Qualitative Research and Philosophical Foundations • Introduction to the course and syllabus • Overview of qualitative research in psychology and its philosophical foundations • Understanding Ontology and Epistemology Week 2: Theoretical Perspectives • Overview of different theoretical perspectives in qualitative research (Narrative Analysis, Grounded Theory, Ethnography, and Interpretative Phenomenological Analysis) • Comparison and contrast of the different theoretical perspectives Week 3: Qualitative Research Questions • Identifying qualitative research questions • Developing research questions for a qualitative research project

Week 4: The role of the Qualitative Researcher & Reflexivity

- Understanding the role of the Qualitative Researcher in the research process
- Understanding the importance of reflexivity in qualitative research.

Week 5: Data Collection Techniques - Research Interviews

- Overview of interviews in qualitative research
- Developing skills for conducting interviews for qualitative research projects
- Design qualitative research interviews
- Practice interviews with peers and feedback sessions

Week 6: Data Collection Techniques - Focus Groups

- Overview of focus groups in qualitative research
- Developing skills for conducting focus groups for qualitative research projects
- Practice focus groups with peers and feedback sessions

Week 7: Data Collection Techniques – Ethnographic & Participant Observation

- Overview of Ethnographic and participant observation data collection techniques in qualitative research
- Developing skills for conducting Ethnographic and Participant Observation for qualitative research projects
- Practice participant observation with peers and feedback sessions

Week 8: Qualitative Data Analysis – Thematic Analysis Technique

- Overview of Thematic Analysis Technique in psychology research
- Practice Thematic Analysis from published first-person accounts and feedback sessions

Week 9: Data Collection Techniques –Visual, Audio, Texts & Internet Data

- Overview of Visual, Digital, Audio & Texts data collection in qualitative research
- Practice visual analysis and feedback sessions

Week 10: Qualitative Research Proposal

- Writing a qualitative research proposal specific to psychology research
- Peer review of proposals and feedback sessions

Week 11: Ethics in Qualitative Research

- Overview of ethical considerations in qualitative research
- Discussion of ethical issues specific to psychology research

Week 12: Rigour in Qualitative Research

	• Overview of rigour in qualitative research • Discussion of how to establish rigour in the research process Week 13: Revision • Revision week and Exam preparation
Teaching Methodology	• Presentations • Group work • Discussion forum • In-class activities • Sharing experiences in-class • Case studies • Specific exercises on the topic • Educational videos • Conversation • Online research and research websites
Bibiolgraphy	**REQUIRED BIBLIOGRAPHY** 1. Willig, C., & Stainton Rogers, W. (Eds.). (2017). The SAGE handbook of qualitative research in psychology (2nd ed.). SAGE Publications. ISBN 1526422840. 2. Gray, D., Braun, V., Clarke, V. (2017). Collecting Qualitative Data: A Practical Guide to Textual, Media and Virtual Techniques. United Kingdom: Cambridge University Press. 3. Sköldberg, K., Alvesson, M. (2018). Reflexive Methodology: New Vistas for Qualitative Research. India: SAGE Publications. 4. Braun, V., Clarke, V. (2022). Thematic Analysis: A Practical Guide. India: SAGE. 5. Finlay, L., & Gough, B. (2008). Reflexivity: A practical guide for researchers in health and social sciences. Wiley. 6. Silverman, D. (2021). Doing Qualitative Research. India: SAGE. **RECOMMENDED BIBLIOGRAPHY** 1. The SAGE Handbook of Qualitative Data Collection. (2018). India: SAGE Publications.

	SUGGESTED SOFTWARE FOR DATA ANALYSIS 1. NVivo Software QSR International Pty Ltd. (2020) NVivo (released in March 2020), https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home 2. Atlas.ti Software ATLAS.ti Scientific Software Development GmbH [ATLAS.ti Web, v3.15.0]. (2022). Retrieved from https://atlasti.com
Assessment	**Methods of Assessment** • **Formative assessment** refers to a wide variety of methods that educators use to conduct in-process evaluations of candidate comprehension, learning needs, and academic progress during, or in-between a course. Through formative assessment, the knowledge acquired by the candidates allows them to better understand classroom material. Formative assessment methods are conducted above and beyond classroom time and encompass material that leads up to a better understanding and better preparation of candidates for the graded assessment methods used in class. Examples of formative assessment methods include peer-review feedback on material given in class, peer-consultation on feedback provided by the professor, self-assessment questions, non-graded quizzes, in-class discussions and exercises etc. See detailed week by week schedule for formative assessment methods of this course. Assessment for this course will be based on in-class discussions, exercises, assignments, and exams. These assessments will evaluate candidates' understanding of qualitative research methods and skills taught during the course, including describing data collection, reflexivity, analysis, ethics, and summarising and visualising activity results in a clear and academic manner. The knowledge and skills will be assessed in the following ways: • **Assignment: Qualitative Research Proposal (50%)** • **In-class discussions & exercises (10%)**

- Contribution to qualitative methods discussions
- Completion of data collection exercises (interviews)
- Completion of data analysis exercises (data coding)
- Contribution to ethics discussions
- Contribution to reflexivity discussions

- **Final Exam (40%)**

  The final examination is comprehensive and aims at evaluating the knowledge and skills acquired through classroom activities, lectures, and the study of the relevant bibliography.

		Learning Objectives			
Assessment Methodology	Weight	**1**	**2**	**3**	**4**
Assignment (Qualitative Research Proposal)	50%	√	√	√	
Exercises	10%	√			√
Final Exam	40%	√			√

Language	Greek/English

Course Title	Advanced Qualitative Research Methods				
Course Code	PSY904				
Course Type	Compulsory				
Level	Postgraduate - Doctoral				
Year / Semester	1st / 2nd Semester				
Teacher's Name	Dr Lina Efthyvoulou				
ECTS	7.5	Lectures/ Week	1	Labs/ Week	0
Course Purpose and Objectives	The aim of this course is to provide candidates with advanced knowledge and skills in qualitative research methods in psychology, with a focus on meta-synthesis, triangulation, research quality and in-depth narrative analysis method of analysing data. By the end of the course, candidates will be able to: 1. Understand the principles and use of meta-synthesis in qualitative research, including its intentional and coherent approach to analysing data across qualitative studies. 2. Assess the quality of qualitative research in terms of reliability, validity, credibility, and trustworthiness. 3. Understand the use of triangulation as a tool to increase the rigor and validity of research. 4. Develop proficiency in conducting semi-structured interviews. 5. Gain proficiency in qualitative data analysis based on the narrative analysis method, including identifying themes, coding, analysing, and interpreting data. Practice narrative analysis with various types of data (e.g., visual, textual). 6. Develop an understanding of deductive and inductive methods of data analysis. 7. Gain guidance for preparing a research pilot draft for their dissertation. Select appropriate research methods and design specific data collection techniques in more depth. 8. Prepare a research pilot draft for their dissertation.				
Learning Outcomes	By the end of the course, candidates will be able to:				

	1. Explain the principles and application of meta-synthesis in qualitative research, and demonstrate the ability to apply this approach to analyse data across qualitative studies. 2. Evaluate the quality of qualitative research in terms of reliability, validity, credibility, and trustworthiness. 3. Use triangulation as a tool to increase the rigor and validity of research, and explain how this can be applied to their own research. 4. Conduct semi-structured interviews with proficiency and appropriate ethics considerations. 5. Analyse qualitative data using the narrative analysis method, including identifying themes, coding, analysing, and interpreting data. Practice narrative analysis with various types of data (e.g., visual, textual). 6. Differentiate between deductive and inductive methods of data analysis, and demonstrate an understanding of when to use each method in qualitative research. 7. Develop a research pilot draft for their dissertation, including selecting appropriate research methods and designing specific data collection techniques in more depth. 8. Present a research pilot draft for their dissertation, demonstrating proficiency in applying the skills and knowledge gained throughout the course.		
Prerequisites	PSY901		
Course Content	Week 1: Qualitative Research and Meta-Synthesis • Understanding the use of meta-synthesis approach to analysing data across qualitative studies • Discussing the advantages of using meta-synthesis in qualitative research • Readings on qualitative research and meta-synthesis; Reflection paper on meta-synthesis Week 2: Meta-Synthesis and Narrative Synthesis of studies' findings • Introducing the structure of a Meta-Synthesis and the systematic approach to review studies in qualitative research • Introducing Narrative Synthesis – synthesising qualitative findings of studies • Readings on qualitative research narrative synthesis; Reflection paper on narrative synthesis Week 3: Research Quality in Qualitative Research • Understanding the importance of research quality in qualitative research • Criteria for evaluating research quality (reliability, validity, credibility, trustworthiness) • Strategies for enhancing research quality in qualitative research		

- Readings on research quality in qualitative research; Case study on evaluating research quality

Week 4: Triangulation in Qualitative Research

- Understanding the importance of triangulation as a tool to increase the rigor and validity of research
- Different types of triangulations (data collected, method, researcher, theory)
- Readings on triangulation in qualitative research; In-class reflection activity on the advantages and limitations of triangulation

Week 5: Semi-Structured Interviews

- Understanding the importance of conducting semi-structured interviews in qualitative research
- Steps in designing and conducting semi-structured interviews
- Strategies for enhancing the quality of semi-structured interviews
- Readings on semi-structured interviews; Design and conduct a semi-structured interview

Week 6: Visual Approaches: Using and Interpreting Images

- Using visual material in qualitative research: photography, documentary film-making, paintings, graffiti
- Designing and conducting visual qualitative research
- Strategies for enhancing the quality of visual qualitative research
- Readings on visual approaches; In-class activity using photographs to capture real and imagined spaces

Week 7: Deductive and Inductive Methods of Data Analysis

- Understanding the difference between deductive and inductive methods of data analysis
- Advantages and limitations of deductive and inductive approaches
- Readings on deductive and inductive methods of data analysis; Practice deductive and inductive methods of data analysis

Week 8: Narrative Analysis Methods - Part I

- Understanding the complexity of narrative analysis methods in qualitative research
- Readings on the narrative analysis methods; Practical exercises in applying narrative analysis with various types of data (e.g. textual, interviews, first-person accounts)

Week 9: Narrative Analysis Method: Triangulation with the matrix of four models - Part II

- Introduction to the Lieblich et. al., (1998) narrative model & the matrix of four models.
- Understanding the use of dual analysis (triangulation of data analysis) with the Lieblich et. al., (1998) matrix and the use of thematic maps.
- Practice coding, analysing, and interpreting data using narrative analysis.
- Readings on the Lieblich 4 matrix models; Practical exercises in applying two types of analysis with various types of data (e.g. textual, interviews, first-person accounts)

Week 10: Qualitative Data Analysis Software

	• Introduction to qualitative data analysis software (e.g., NVivo, Atlas.ti) • Advantages and limitations of using qualitative data analysis software • Readings on qualitative data analysis software Practical exercises in using the software for data analysis (coding and analysing) Week 11: Preparation of research pilot draft for a dissertation • Introduction to preparing a research pilot draft for a dissertation • Identifying specific literature, appropriate research methods and designing specific data collection techniques • Strategies for enhancing the quality of a research pilot draft • Readings on preparing a research pilot draft (literature review and methodology); Write a research pilot draft for a dissertation Week 12: Present research pilot draft for dissertation • Present a research pilot draft for dissertation on a PowerPoint presentation demonstrating proficiency in applying the skills and knowledge gained throughout the course. • Readings on dissertation structure & bibliography references Week 13: Revision • Revision week and Exam preparation
Teaching Methodology	• Presentations • Group work • Discussion forum • In-class activities • Sharing experiences in-class • Case studies • Specific exercises on the topic • Educational videos • Conversation • Online research and research websites
Bibiolgraphy	**REQUIRED BIBLIOGRAPHY** 1. The SAGE Handbook of Qualitative Data Collection. (2018). India: SAGE Publications. 2. Brinkmann, S., Kvale, S. (2018). Doing Interviews. United Kingdom: SAGE Publications. 3. Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative Research: Reading, Analysis, and Interpretation* (illustrate). SAGE Publications

	4. Georgakopoulou, A., De Fina, A. (2019). The Handbook of Narrative Analysis. Germany: Wiley. 5. Miller, M. L., Kirk, J. (2016). Reliability and Validity in Qualitative Research. United States: SAGE Publications. 6. Ethics and Visual Research Methods: Theory, Methodology, and Practice. (2020). United States: Palgrave Macmillan US. 7. Gray, D., Braun, V., Clarke, V. (2017). Collecting Qualitative Data: A Practical Guide to Textual, Media and Virtual Techniques. United Kingdom: Cambridge University Press. 8. Silverman, D. (2021). Doing Qualitative Research. India: SAGE. **RECOMMENDED BIBLIOGRAPHY** 1. Willig, C., & Stainton Rogers, W. (Eds.). (2017). The SAGE handbook of qualitative research in psychology (2nd ed.). SAGE Publications. ISBN 1526422840. 2. Finlay, L., & Gough, B. (2008). Reflexivity: A practical guide for researchers in health and social sciences. Wiley. 3. Braun, V., Clarke, V. (2022). Thematic Analysis: A Practical Guide. India: SAGE. **SUGGESTED SOFTWARE FOR DATA ANALYSIS** 4. NVivo Software QSR International Pty Ltd. (2020) NVivo (released in March 2020), https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home 5. Atlas.ti Software ATLAS.ti Scientific Software Development GmbH [ATLAS.ti Web, v3.15.0]. (2022). Retrieved from https://atlasti.com
Assessment	**Methods of Assessment** • **Formative assessment** refers to a wide variety of methods that educators use to conduct in-process evaluations of candidate comprehension, learning needs, and academic progress during, or in-between a course. Through formative

assessment, the knowledge acquired by the candidates allows them to better understand classroom material. Formative assessment methods are conducted above and beyond classroom time and encompass material that leads up to a better understanding and better preparation of candidates for the graded assessment methods used in class.

Examples of formative assessment methods include peer-review feedback on material given in class, peer-consultation on feedback provided by the professor, self-assessment questions, non-graded quizzes, in-class discussions and exercises etc. See detailed week by week schedule for formative assessment methods of this course.

Assessment for this course will be based on in-class discussions, exercises, assignments, and exams. These assessments will evaluate candidates' understanding of qualitative research methods and skills taught during the course, including describing data collection, reflexivity, analysis, ethics, and summarising and visualising activity results in a clear and academic manner. The knowledge and skills will be assessed in the following ways:

- **Assignment: Qualitative Pilot Draft for Dissertation (50%)**
- **In-class discussions & exercises (10%)**
    - Contribution to meta-synthesis discussions
    - Completion of data analysis exercises (Narrative Analysis)
    - Completion of triangulation practice (Lieblich 4 matrix models)
    - Contribution to visual research discussions
    - Presentation of research pilot draft for dissertation
- **Final Exam (40%)**

  The final examination is comprehensive and aims at evaluating the knowledge and skills acquired through classroom activities, lectures, and the study of the relevant bibliography.

		Learning Objectives			
Assessment Methodology	Weight	**1**	**2**	**3**	**4**

	Assignment (Qualitative Research Proposal)	50%	√	√	√	
	Exercises	10%	√			√
	Final Exam	40%	√			√
Language	Greek/English					

Course Title	Faculty Research Involvement				
Course Code	PSY902				
Course Type	Compulsory				
Level	Postgraduate - Doctoral				
Year / Semester	1st, 1st				
Teacher's Name	ALL/Main Supervisor				
ECTS	15	Lectures/ Week	N/A	Labs/ Week	N/A
Course Purpose and Objectives	This module provides doctoral candidates with opportunities to develop and enhance their research skills by participating in existing ongoing research projects involving faculty members, at the research laboratories at Neapolis University Pafos. Candidates will have the opportunity to gain exposure to different research areas and methodologies, as well as to collaborate with active researchers in the field of Psychology.				
Learning Outcomes	After completing the course, the candidates are expected to: 5. Work collaboratively with other researchers using teamwork skills including communication, time-management, problem solving, listening and critical thinking skills. 6. Select, practise and reflect on skills and strategies that make a valuable contribution to planning and carrying out a research project in collaboration with other researchers. 7. Acquire and demonstrate an understanding of the purpose and functioning of psychology research laboratories. 8. Assess and reflect on the value of working collaboratively in research and understand how this contributes to the advancement of the knowledge of psychology.				
Prerequisites	None				
Course Content	In this module, doctoral candidates will actively participate and engage in ongoing research projects involving faculty members at the research laboratories of Neapolis University Pafos. They will have the opportunity to gain exposure to research on topics that possibly lie outside of the realms of their own PhD topic and acquire new knowledge and skills in the process. In this module, candidates will need to identify valuable ways to contribute to active, ongoing				

	research projects by drawing from their own strengths and skillset. These contributions may include conducting a literature review, preparing data collection methods, collecting and analysing data, recruiting or interviewing participants, maintaining accurate records, or writing and submitting articles. Candidates will be required to demonstrate that they can effectively collaborate with other researchers, by developing, applying, and reflecting on their communication, time-management, problem solving, listening and critical thinking skills. By the end of the module, candidates should be able to recognise and reflect on the value of their own contribution to the research project, recognise knowledge and skills that they have gained, and identify areas for further improvement.
Teaching Methodology	• Multimodal
Bibiolgraphy	N/A
Assessment	**Methods of Assessment** • The module is graded on a PASS/FAIL grading system. The PhD candidate will be keeping a journal recording of their activities that will be turned in to their main Supervisor to be graded. The journaling assignment should include: a) what the candidate recognised and reflect on the value of their own contribution to the research project(s) they were involved, b) what they recognised as knowledge and skills that they have gained, and c) what they identified as areas for further improvement.
Language	Greek/English

Course Title	Data Science and Big Data				
Course Code	CSE05				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4th / 7th or 8th				
Teacher's Name	Panayiotis Christodoulou				
ECTS	6	Lectures / week	3 hours	Laboratories and/or Tutorials / week	
Course Purpose and Objectives	The main goal of this course is to help candidates learn, understand, and practice big data analytics and machine learning approaches, which include the study of modern computing big data technologies and scaling up machine learning techniques focusing on industry applications. Decision-makers are using more computerised tools to support their work to drive better business decisions with an overview of how big data is organised, analysed, and interpreted.				
Learning Outcomes	At the end of the module, successful candidates should be able to: O1. Conceptualize and summarize by a representation of data using machine learning techniques. O2. Understand the difference between trivial and big data. O3. Select and implement machine learning techniques and computing environment that is suitable for the applications under consideration O4. Integrate machine learning libraries and mathematical and statistical tools with modern technologies. O5. Recognize and implement various ways of selecting suitable model parameters for different machine learning techniques				
Prerequisites	-	Required	-		
Course Content	Week 1: Overview of Data Science Week 2: Introduction to Timeseries Week 3: Introduction to Stochastic Models Week 4: Introduction to Python and the Google Colab tool Week 5: Python programming Week 6: Data Analysis with Python Week 7: Midterm examination, Week 8: Clustering - *Video Activity - AI vs Machine Learning vs Deep Learning (https://www.youtube.com/watch?v=WSbgixdC9g8)* Week 9: Clustering lab with Python Week 10: Introduction to R Week 11: Timeseries Analysis and Forecasting in R Week 12: Machine Learning Models in R Week 13: Review				

<table>
<tr><td>Teaching Methodology</td><td>The course is taught through:
Interactive face-to-face lectures
Group activities/discussions
In class activities
Multimedia activities
Laboratory</td></tr>
<tr><td>Bibliography</td><td>Essentials

1. Ramesh S., Business Intelligence, Analytics, and Data Science: A Managerial Perspective, 4th Edition, 2018
2. Ramesh S., Business Intelligence and Analytics: Systems for Decision Support, 10th Edition, 2015
3. Seema Acharya, Subhasini Chellappan, "Big Data Analytics" Wiley 2015.

Recommended

1. Delen, D. (2015). Real-world data mining: Applied business analytics and decision making. Upper Saddle River, NJ: Financial Times Press (A Pearson Company).

<u>Research Papers</u>

1. Thusoo, A., Sarma, J. S., Jain, N., Shao, Z., Chakka, P., Anthony, S., ... & Murthy, R. (2009). Hive: a warehousing solution over a map-reduce framework. Proceedings of the VLDB Endowment, 2(2), 1626-1629.
2. A. Arampatzis, K. Zagoris and S. A. Chatzichristofis, «Dynamic Two-Stage Image Retrieval from Large Multimedia Data-bases», Information Processing and Management, Vol. 49, No. 1, ppp 274-285, 2013.</td></tr>
<tr><td>Assessment</td><td>
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<tr><td>Midterm Exam</td><td>20%</td><td>√</td><td></td><td>√</td><td>√</td><td></td></tr>
<tr><td>Assignments / Project</td><td>30%</td><td></td><td>√</td><td>√</td><td></td><td>√</td></tr>
<tr><td>Final Exam</td><td>50%</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr>
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<table>
<tr><th>Peer Assessment</th><th>Discussion boards/forums</th><th>Video activity</th><th>Wiki</th><th>Oral presentation</th></tr>
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<tr><td>Language</td><td>English, Greek</td></tr>
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