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External Evaluation Report (Departmental)

- **Higher Education Institution:**

University of Central Lancashire Cyprus (UCLan Cyprus)

- **Town: Larnaca**

- **School/Faculty: School of Health and Wellbeing**

- **Department: Department of Health and Wellbeing**

- **Department's Status: New**

- **Programme(s) of study under evaluation:**

Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Ψυχολογία (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

In English:

Psychology (4 academic years, 240 ECTS, Bachelor (BSc))

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY



A. Introduction

This part includes basic information regarding the onsite visit.

The committee visited UCLan Cyprus on 25th September 2025. We took part in a tour of the premises, including teaching and research facilities, and meetings with the University and Department, and Programme leaderships, the relevant teaching and administrative staff, and students and graduates from the programmes run by the Department's predecessor (which was housed in the School of Science; the new Department is housed in the School of Health and Wellbeing).

All meetings were cordial and constructive. The committee were impressed by the degree to which their hosts had prepared, and were able to find answers to all of their questions.

UCLan Cyprus has a close relationship with the University of Lancashire in the UK, but this is mostly apparent when considering the programme content, and we will comment on that issue in the Programme Evaluation document.

We would like to thank our hosts for their generous welcome, and for their time on a busy day during induction week.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof Martin Corley	Chair	University of Edinburgh
Prof Terry Hanley	Member	University of Manchester
Prof Victoria Helen Southgate	Member	University of Copenhagen
Fotini Demetriou	Member (Professional Body)	The Council of Registered Professional Psychologists
Charis Eleftheriou	Member (Student)	Cyprus University of Technology
Name	Position	University

C. Guidelines on content and structure of the report

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

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

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

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

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

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

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

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

No deficiencies to note.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Psychology is hosted in different Departments and Colleges in different Universities around the world. UCLan Cyprus has a strong heritage in Sport Science and it makes sense to combine these disciplines into a new School. In time there will be opportunities for stronger synergies between the two areas.

Provide suggestions for changes in case of incompatibility.

None to suggest.

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

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

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

No deficiencies to note.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	3
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1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

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

The department has a small number of permanent academic staff and it would be sensible to develop a strategic policy for expansion (perhaps to include an immediate hire). The committee were informed that a new promotions policy was in place but noted that a number of existing staff were at lower academic grades than one would typically expect after 10 years' service. This may reflect the previous promotions policy, or may have to do with the time typically available to pursue research on a busy teaching schedule.

Additionally, write:

- Expected number of Cypriot and international students

Based on students recruited to DoHW-relevant programmes over the past few years, the expected numbers are

Cypriot 72%

EU 12%

Non-EU 16%

Projected intake for 2026 is ~30 students (on BSc Psychology), taking the four-year cohort to over 100 students.

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

See Table B1 of the application.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Health and Wellbeing has formally adopted its mission statement and developed strategic planning that integrates short, medium, and long-term goals, with implementation and adaptation processes rated highly. Programmes of study reflect the academic profile and align well with European/international practices, evidenced by commitments like BPS accreditation for Psychology. The academic community is effectively involved in shaping and monitoring development strategies via the

Department Board and ASQAC. The Department's adopted mission statement will be made publicly available when the formal accreditation process is complete.

Strengths

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

A primary strength lies in the programmes of study reflecting international practice and offering rigorous quality assurance, evidenced by the double-awarded degrees (UCLan UK and UCLan Cyprus) accredited in both countries. Secondly, the Departmental documents suggest a rich engagement with stakeholders, although the committee did not meet any stakeholders during their visit.

Areas of improvement and recommendations

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

While partnerships are extensive, participation from stakeholders such as Alumni and professional associations lacks formal structure, as there is currently no dedicated Advisory Council for systematic representation.

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

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

2. Quality Assurance

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

Sub-areas

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

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

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

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

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

- UCLan Cyprus has a comprehensive Academic Standards and Quality Assurance Committee (ASQAC) both at the institutional and department levels. It follows the University's Academic Regulations and Integrity Policies, which are publically available. QA is embedded into the University's strategic plan and governance structures, as highlighted by the Rector's presentation.
- Internal stakeholders, the HoD, course leaders, academic staff and students all sit on the ASQAC and Department Boards. Course leaders, examiners, and industry partners all contribute feedback and evaluation with external examiner moderation. Students are represented at all levels of the QA process.
- There is explicit commitment to EDI in the QA terms of reference; policy emphasizes safeguarding and equal access regardless of age, disability, gender etc. Transparency could be enhanced by publication of diversity statistics.
- The QA process covers all areas of Department functioning. For research, there is clear strength in mentoring and collaboration, but the Department is still developing a critical mass.
- Students give feedback through Module Feedback Questionnaires, Programme Feedback Questionnaires, SSLC meetings and course representatives. Feedback is acted upon at programme and departmental levels via course leader reports.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria,	5

	completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	NA
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	NA
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	NA

2.2.20 There is a clear policy on authorship and intellectual property.

5

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

- The department demonstrates a robust and well-structured system for the design, delivery and monitoring of its programmes of study.
- Decision-making and programme oversight and clearly embedded within the Department's academic governance structures, with course leaders, module leaders and the ASQAC taking primary responsibility.
- Assessment systems are transparent and well-communicated to students through handbooks, Blackboard and module descriptors
- Student feedback mechanisms are consistently applied and integrated into the quality cycle
- Department policy on plagiarism, appeals and academic integrity are comprehensive
- Published information on programmes, admission criteria, teaching staff, and learning outcomes is accessible online
- Teaching methods appear to be diverse and student-centred, including both traditional and more contemporary approaches. The committee noted the inclusion of 2 field trips a year that seem to be very valuable
- Learning resources are of high quality, with modern facilities, specialist laboratories, a well-equipped library (including access to UCLan UK resources) and dedicated librarians, strong digital infrastructure and a comprehensive student support service.
- Particularly impressive was the freely available welfare and counselling services for both students and staff and mechanisms are inclusive of diverse student groups, underpinned by an EDI policy
- Although UCLan Cyprus cannot currently award PhDs, they have a good number of PhD students in the department funded by UCLan UK, and this contributes to a culture of research required to sustain an academic department

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, UCLan Cyprus Department of Health and Wellbeing is fully compliant with all the quality indicators noted above.

Strengths

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

The new department of Health and Wellbeing is fully committed to the same high levels of QA that can be seen across UCLan and that have been in place to assure the quality of the programme when it was a part of the Department of Science.

Areas of improvement and recommendations



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

The committee only has minor recommendations. These include strengthening the visibility and accessibility of all QA-related policies, including those on plagiarism and GenAI use. Currently, there is nothing included in the QA documents on the use of GenAI. While the Department is certainly adopting policies on the use of GenAI by students, it is recommended that UCLan Cyprus publicizes a clear policy on GenAI use. This would help safeguard academic integrity, protect the value of the degree awarded, and provide clarity for students and stakeholders. As is the case across the global HE sector, updating QA procedures to address the ethical and responsible use of AI should be treated as a priority.

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

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

3. Administration (ESG 1.1, 1.3, 1.6)

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

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

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

3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internationalization of the Department and external collaborations.	4

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

The committee awarded the highest scores (5) in the majority of areas, reflecting the strong administrative structures and procedures evident within the Department. These included clear alignment with legislation and mission, systematic and transparent decision-making, effective support from administrative staff, appropriate allocation of responsibilities, and well-functioning procedures for addressing academic integrity and student complaints. The evidence provided, alongside the visit to the Department, demonstrated that these processes were embedded and operating effectively.

Where scores of 4 were awarded, this reflected areas where less explicit evidence was available, rather than concerns about the quality of provision. In these cases, the committee was confident that appropriate systems and procedures were in place, but judged that additional documentation or further clarity could have strengthened the evidence base.

Specifically, the area of internationalisation was scored as a 4. While the Department benefits from a strong relationship with the UK parent institution and some members of staff demonstrated active international collaborations, the committee considered that opportunities for internationalisation could be enhanced further. With greater emphasis in this area, the Department could extend its global reach and provide even richer opportunities for students and staff.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The administrative structures observed at UCLan Cyprus are robust, clearly aligned with relevant legislation, and strongly support the mission of the Department. Both academic and administrative staff, as well as students, are engaged in decision-making processes through established and transparent procedures. Administrative support was judged to be highly effective, with clear allocation of responsibilities ensuring that academic matters are appropriately led by academics, while oversight functions remain with the Department's council.

Although the relationship with the parent course in Preston inevitably adds a layer of complexity, this appears to be well managed, with systems in place that allow the Department in Cyprus to operate with autonomy while benefiting from the established structures and resources of the wider institution. The institutional structure was found to be systematic in its operations and there was clear evidence of transparency and accountability across processes.

Overall, the committee considered that the Department demonstrates strong administrative practice that not only meets but, in many respects, exceeds expectations, providing a solid foundation for the effective delivery and ongoing development of the undergraduate programme.

Strengths

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

The administrative structures at UCLan Cyprus are robust and clearly aligned with legislation and the Department’s mission. The institution functions systematically, holding statutory meetings and decision-making processes are transparent and accountable. Responsibilities are appropriately allocated, with a clear work allocation model being in place for academic staff. These structures provide a solid foundation for governance and reflect a mature system of administration.

Staff and students are engaged in the management of the Department through established procedures, ensuring their perspectives are represented in decision-making. Administrative staff provide effective support for the smooth running of the Department, contributing to a well-organised environment in which teaching, learning, and research can flourish. Clear procedures are also in place for addressing issues such as academic integrity, including plagiarism, and student complaints, which further enhances confidence in the Department’s operations.

The relationship with the parent Preston course adds an additional layer of complexity but is managed positively, with the collaboration appearing to enrich the programme rather than constrain it. The Department has also demonstrated a commitment to internationalisation and external collaborations, broadening opportunities for staff and students. Taken together, these features highlight a strong and well-functioning administrative landscape that provides stability, transparency, and opportunities for future growth.

Areas of improvement and recommendations

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

The committee was very impressed by the departmental presentation in this area. Two areas that may be considered going forward are:

Internationalisation – Although the strong link with the UK parent institution and some staff collaborations provide a good foundation, the Department could extend international partnerships and opportunities for staff and students, to enhance its global profile.

Evidence of Engagement in Governance – While the committee was confident that staff and student participation in governance processes is in place, more explicit examples of how this involvement influences decision-making would strengthen the case further.

Please select what is appropriate for the following assessment area:

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

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

Sub-areas

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

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

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

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

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

The committee awarded a majority of scores of 5, reflecting areas of practice and provision that are clearly well-established, robust, and effectively implemented. These areas demonstrated excellent

alignment with the relevant standards, including strong administrative structures, clear policies, and effective teaching and learning practices.

Scores of 4 were assigned in areas where there was slightly less explicit evidence available, or where complexity arising from the involvement of the parent institution made evaluation less straightforward. In these cases, the committee was confident that the standards were likely being met, but the information provided did not allow full verification of every detail. Overall, the combination of 4s and 5s indicates a strong and compliant programme with minor areas where additional clarity or documentation would further strengthen assurance.

4. Learning and Teaching

4.2 Organisation of teaching

1 - 5

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

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

See above - the same rationale applies.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department demonstrates a clear and effective system for the design, approval, monitoring, and periodic review of its programmes of study. Intended learning outcomes, programme content, assignments, and examinations are appropriately aligned with the European Qualifications Framework (EQF) and comply with relevant legislation. In addition, the programme meets the requirements of the British Psychological Society, ensuring that graduates are well prepared for professional progression. A particular strength is the integration of theory and practice, which provides students with a balanced and professionally relevant education.

The organisation of teaching further enhances the quality of the student experience. Admission criteria are transparent and consistently applied, while recognition of prior studies and credit transfer procedures are in line with European and international practices. Class sizes are suitable for effective theoretical and practical and staff maintain regular and constructive communication with students. Teaching is student-centred and assessment processes are transparent, fair, and designed to evidence achievement of the intended learning outcomes.

Strengths

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

A number of examples of good practice were evident in relation to the design, organisation, and delivery of the programmes of study. The Department's approach to programme design and review is systematic, well-documented, and clearly aligned with both European Qualifications Framework (EQF) expectations and the requirements of the British Psychological Society. Importantly, the programme confers students with Graduate Basis for Chartered Status (GBC), thereby extending the currency and professional recognition of the award both nationally and internationally. The careful integration of theory and practice is a particular strength, ensuring that students not only gain a strong academic grounding but also develop the practical skills necessary for future professional roles.

The quality of teaching and learning was also notable. Transparent admissions procedures, consistent application of credit recognition processes, and the maintenance of suitable class sizes contribute to a strong and supportive learning environment. Staff-student communication was observed to be regular, respectful, and effective, underpinned by a strong commitment to student-centred pedagogy. This was particularly evident in discussions with existing students and graduates of the programme.

Assessment practices were also an area of good practice. The clear publication of marking criteria and assessment methods in advance provides students with confidence and transparency, while the careful design of assessments ensures that intended learning outcomes are robustly measured. Collectively, these practices highlight a well-organised, high-quality educational provision that places students at the centre of their learning experience and equips them with skills, knowledge, and professional readiness.

Areas of improvement and recommendations

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

Some areas to consider going forward may include:

Staff workload management - While staff demonstrate strong commitment and engagement, there is a risk that heavy involvement in teaching and student support may impact their capacity to undertake other responsibilities, including research, programme development, or administrative duties. Consideration could be given to workload planning and future staffing recruitment to ensure/allow for sustainable engagement across all areas of responsibility.

Recognition of prior learning (RPL) - There was limited clarity regarding the processes by which students might have prior learning or professional experience accredited towards the programme. Further information could have been provided in this area to help demonstrate further that there is a transparent and accessible RPL framework that enhances student pathways and flexibility, and ensures consistency in application.

Internationalisation - Although there are some international links and the connection with the UK parent institution is strong, there is potential to further enhance opportunities for international collaboration, mobility, or exposure to global best practice.

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

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

5. Teaching Staff (ESG 1.5)

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

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

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

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

The majority of scores of 5 reflect the staff's expertise, effective communication, and commitment to fostering student learning and development. Scores of 4 were allocated where there may be scope to expand the staff team further, ensuring that the programme is fully resourced to meet current and anticipated student numbers and maintain high-quality teaching across all modules.

Also, write the following:

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

Figures were given for the School of Health and Wellbeing but weren't broken down by Department.

In the presentation slides, we counted:

6 full-time teaching staff

3 special teaching staff

no specific mention of other categories

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

All full-time academics are PhD holders teaching in their specialisation, and almost all are Fellows of the Higher Education Academy (HEA). Special Teaching Staff and Special Scientists also hold requisite qualifications, including PhDs or extensive industry experience, primarily supporting optional modules requiring specific expertise. Visiting Professors' subject areas adequately support the curriculum. The ratio of permanent to special teaching staff is 68:32 for 2024-25. Student feedback processes are systematic and effective, utilising mandatory Module Feedback Questionnaires (MFQs) and Student Staff Liaison Committee (SSLC) meetings held each semester, which directly inform enhancement reports and ensure staff accountability for timely and effective feedback delivery.

Strengths

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

The student-to-total-staff ratio (203:19 overall for 2023-24) ensures quality supervision. The fact that many staff are HEA accredited provides assurances that teaching will be to a high standard; and teaching quality is further supported by the fact that UCLan Cyprus teaching staff have strong relationships (to the extent of co-planning teaching) with their counterparts in the University of Lancashire.

Areas of improvement and recommendations

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

The degree is supported by a small cohort of staff who risk being overworked (we note that the UCLan Cyprus workload model appears to include many more courses to deliver than 40-40-20 workload models in other institutions).

Please ✓ what is appropriate for the following assessment area:



Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

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

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

Internal funding: while a Professional Development Fund is mentioned, it was unclear how much was allocated to each staff member and whether that would actually be able to sustain any research or travel.

See below for further details that relate to the Department's research

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department emphasizes research-led teaching, interdisciplinarity, and impact on society. Research strategy is clearly aligned with UCLan Cyprus' mission and linked to UCLan UK's REF benchmarking.

Strengths

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

The Department is doing well in attracting research grants from prestigious funding mechanisms (e.g. EU Horizon), often as part of large consortia, and each of the Department's members is performing at a good level, internationally. It is clear that they are all committed to research and to research-led teaching

There are purpose built labs that have cutting-edge technology (eye-tracking, EEG , Biopack), providing excellent research opportunities for both faculty and students. The presence of PhD students in the department is a clear strength even if they are not funded locally, adding to the culture of research and allowing UCLan psychology faculty to build their research careers.

Areas of improvement and recommendations

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

Although performance is already strong, the committee recommends more emphasis on supporting greater independent grant funding, not linked to consortia. Publication outputs are already good, but there should be a strategy for growing these further.

Clearly, a PhD programme independent of UCLan UK is necessary to further develop the research output and research culture of the department and sustain a long-term research-oriented department.

In order to support the research quality and career development of faculty, it would be beneficial to develop a clearer internal seed funding stream and greater funding allowance for travel to conferences. Documents mention professional development funding available for, or allocated to, each member of staff, but do not state an amount. Following discussion with staff members, this amount appeared to be rather small and not really sufficient to support travel to major international conferences. Thus, the department should consider raising the amount available both for travel and for research.



The Thinking Lab, the Cognition and Development Lab and the Sports Science Lab are all very well-equipped and have excellent potential to support further development of the research quality and output of the Department. Nevertheless, the committee noted that there was scope and space to expand current methods. For example, a cutting-edge cognitive neuroscience laboratory (including EEG and fNIRS) within the existing space would benefit staff and students, complemented by further hirings within this popular and expanding area.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. No deficiencies to note.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Health and Wellbeing (DoHW) possesses sufficient external and internal financial resources to support its functions and follows sound and efficient management principles. Risk assessment and sustainability reviews are undertaken at the inception of new courses and through annual monitoring, while financial transparency is assured through university processes and external audit. Support facilities

and services are regularly reviewed for fitness-for-purpose via strategic resource audits and the Continuous Course Enhancement process. Specifically, funds are lacking to offer essential research infrastructure such as post-doc or research studentships, fund sabbaticals, or provide adequate support for staff conference attendance, which are necessary to boost research productivity and international visibility. There is also a recognised need for more decentralised budget management as the University expands.

Strengths

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

The Department is part of an expanding institution with a 12-year history. Expansion plans (at the level the committee were able to evaluate) are measured and achievable.

Areas of improvement and recommendations

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

There is a recognised need for more decentralised budget management, to allow local strategic decisions to be made as the University expands.

Please ✓ what is appropriate for the following assessment area:

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

D. Conclusions and final remarks





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

The Department of Psychology comprises an established group of academics, who are moving from a School of Science to a new School of Health and Wellbeing. The Department operates on well-established principles, with excellent administrative processes, QA, and financial and infrastructure support. The Pyla campus hosts some of the best teaching and research facilities the team have encountered in Cyprus. The Department's operation (in teaching particularly) is supported by a close relationship with the University of Lancashire.

Every indication is that the Department is on the right track. There is room for development, and the committee were pleased to see that there was already consideration of further MSc degrees (and perhaps there is scope for an MSc that benefits from the relationship with Sport Science, or one that allows for a clinical track). We were surprised that there were so few permanent staff in the Department, and that the majority were unpromoted. We can't see how the Department can be running so well without the current staff routinely exceeding the 60% of their time nominally allocated to research and admin. We would recommend an additional permanent hire as soon as it is financially sustainable.

All in all, it was a pleasure to visit the UCLan Cyprus campus and to see what a small, well-run, University can look like. We note with approval that many of the teaching and admin staff we met have spent over a decade working at UCLan, which speaks volumes for staff experience. We were impressed to see a Department with strong roots and plenty of scope for development, and wish the Department's staff and their colleagues at UCLan every success in the next stages of their journey.

E. Signatures of the EEC

Name	Signature
Prof Martin Corley	
Prof Terry Hanley	
Prof Victoria Helen Southgate	
Fotini Demetriou	
Charis Eleftheriou	
FullName	

Date:

