

Doc. 300.3.1/1

Date: 2nd of November,
2025.

External Evaluation Report

(Programmatic within the framework of
Departmental Evaluation)

- Higher Education Institution:

European University Cyprus

- Town: Nicosia

- School/Faculty: School of Humanities, Social and Education Sciences
- Department: Department of Psychology and Social Sciences

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

Programme 1 – [Title 1]

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, B.Sc.)

In English:

Psychology (4 Years/240 ECTS, B.Sc.)

Language(s) of instruction: Greek and English

Programme 2 – [Title 2]

In Greek:

Ψυχολογία (3 Έτη/180 ECTS, M.Sc.):

- Κλινική Ψυχολογία
- Συμβουλευτική Ψυχολογία/

In English:

Psychology (3 Years/180 ECTS, M.Sc.):

- Clinical Psychology
- Counselling Psychology



Language(s) of instruction: Greek and English

_[Title 3]



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

A. Introduction

The evaluation of the B.Sc. in Psychology and the M.Sc. in Clinical and Counselling Psychology, European University of Cyprus, was undertaken by an external panel, with the following members:

Ingmar Franken, Professor in Clinical Psychology, Erasmus University Rotterdam, the Netherlands

Terry Hanley, Professor of Counselling Psychology, University of Manchester, UK

Fotini Demetriou (member of professional body), Council of Registered Professional Psychologists, Cyprus

Vasiliki Hadjioannou (student member), University of Cyprus, Cyprus

Dorthe Kirkegaard Thomsen (chair), Professor and Deputy Head of Department of Psychology, Aarhus University, Denmark

The evaluation included a two-day site visit (30th-31st of October, 2025), with the first day dedicated to assessing the Department and the M.Sc. programme in Clinical and Counselling Psychology, and the second day dedicated to the B.Sc. programmes. The days included meetings with the management level, academic staff, administrative staff and students, as well as a tour of the site to visit classrooms, library and other facilities. The site visit allowed good opportunities for discussions regarding the assessment of the Department and its B.Sc. and M.Sc. programmes. The two days were very well organized and the presentations were focused, kept to time and delivered by engaged and well-articulated staff. All discussions and Q&A sessions were characterised by open and honest exchanges about the study programmes' content, strengths and current limitations.

In addition, the assessment was undertaken through study of the submitted applications, and for the assessment of the two programmes this included the "Application for programme of study" for both the B.Sc. and the M.Sc. along with the attached appendices, annexes, and tables. The material included relevant information for the evaluation and any additional information requested was expediently provided during the site visit.

We would like to thank the EUC for the provision of all necessary information before and during the visit and the Agency for organising and supporting the Committee.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ingmar Franken	Academic member	Erasmus University Rotterdam, the Netherlands
Terry Hanley	Academic member	University of Manchester, UK
Fotini Demetriou	Professional association representative	Council of Registered Professional Psychologists, Cyprus
Vasiliki Hadjioannou	Student representative	University of Cyprus, Cyprus
Dorthe Kirkegaard Thomsen	Academic member, chair	Aarhus University, Denmark

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings (B.Sc. and M.Sc.)

A formal, publicly accessible quality assurance system is in place. There are clear structures, regulations, and processes, and quality management to ensure academic integrity. These systems also ensure the prevention of discrimination or intolerance toward students and staff.

External stakeholders were sufficiently involved in the programme to gain valuable perspectives that strengthen the relevance of the programme.

The programme demonstrates compliance with the design, approval, on-going monitoring and review evaluation criteria. It aligns in general with the institutional objectives while incorporating input from students and diverse stakeholders throughout its development and regular review cycles. The curriculum successfully integrates all four Council of Europe purposes for higher education—preparing students for sustainable employment, personal development, active citizenship, and contributing to a broad knowledge base. There is an appropriate workload allocation in ECTS, and assessment methods. The qualification is formally approved, clearly specified, and correctly referenced to the National Qualifications Framework and European Higher Education Area standards. Through systematic monitoring and periodic reviews that address societal needs, student satisfaction, and programme effectiveness, the programme maintains its relevance, quality, and responsiveness to stakeholders.

The programme also complies with information transparency requirements by ensuring that essential information is clearly published and readily accessible. Comprehensive and up-to-date information is available on selection criteria, intended learning outcomes, and the qualification awarded upon completion. The programme provides transparent documentation of teaching, learning, and assessment procedures. Graduate employment data for students are available at university level.

Student progression, success, and drop-out rates are sufficiently monitored. The programme gathers and analyzes data on student satisfaction, the adequacy of learning resources and support services, and graduate career paths to assess long-term outcomes.

Especially for the M.Sc. programme, the committee received additional information from the external stakeholder during the interview. External stakeholders and field representatives expressed consistently positive views about the quality and preparedness of students from the programme. This favorable reception indicates that graduates are well-equipped to meet professional expectations and make meaningful contributions to their respective fields upon entering the workforce.

Strengths (B.Sc. and M.Sc.)

- Good adherence to the quality criteria.
- The Programme Evaluation Review appeared rigorous.
- Adequate quality control system and monitoring of student progress and satisfaction.

- Especially for the M.Sc., external stakeholders expressed consistently positive views about the quality and preparedness of students from the programme.

Areas of improvement and recommendations (B.Sc. and M.Sc.)

- It is recommended that the programme adequately monitors the future career paths of the students, especially given the increased uptake on the M.Sc. programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	
1.1	Policy for quality assurance	Compliant	Compliant	
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	
1.3	Public information	Compliant	Compliant	
1.4	Information management	Compliant	Compliant	

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*



- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings (B.Sc. and M.Sc.)

The programme demonstrates a strong, reflective, and professionally grounded approach to teaching and learning. Teaching practices actively support students' academic, personal, and professional development, encouraging autonomy while providing appropriate guidance and supervision. This was evident in course materials and in discussions with staff and students during the visit. Further, students are encouraged to take an active role in shaping their learning experience, within a culture of mutual respect and collaboration between staff and learners. Clear and fair procedures are in place for addressing any concerns or complaints, reflecting the programme staff's dedication to maintaining a high-quality, responsive, and supportive learning environment.

Findings specific for Psychology (B.Sc.)

Teaching approaches that are appropriate for engaging undergraduate psychology students appear to be effectively integrated and regularly updated to enhance engagement and accessibility. Although undergraduate psychology programmes in some countries may not routinely include structured internship components, the inclusion of applied and experiential learning opportunities within this programme represents a particular strength. These experiences provide valuable exposure to real-world contexts, supporting students' professional development and better preparing them for postgraduate training or employment within psychology-related fields.

Findings specific for Clinical and Counselling Psychology (M.Sc.)

Teaching and learning approaches are well aligned with postgraduate study and professional training, integrating academic rigour with experiential and reflective components. The substantial practicum requirement of 1,000 hours offers students extensive opportunities to apply theory in practice, supported by close supervision and structured reflection. The requirement for personal therapy further supports reflexive capacity, self-awareness, and professional growth. In comparison with similar programmes internationally, such as those in the United Kingdom, where professional training of applied psychologists typically occurs at the doctoral level, the practicum expectations and standards of supervision here are closely aligned in scope and rigour. The structured oversight, emphasis on reflective practice, and integration of personal therapy ensure that graduates meet comparable professional and ethical standards, providing students with the opportunity to demonstrate a level of competence consistent with international expectations for applied psychological training.

Strengths (B.Sc. and M.Sc.)

- A strong sense of mutual respect and collaboration between students and staff enhances student engagement and confidence.

- A variety of teaching and assessment methods are used to support different learning styles and promote active participation.
- Student feedback is valued and effectively used to inform ongoing improvements in teaching and learning.
- Clear procedures exist for addressing student concerns, contributing to a sense of trust and openness within the Department.

Strengths (Psychology B.Sc.)

- The inclusion of a structured internship within the undergraduate programme is a notable strength, providing students with valuable applied experience that enhances employability and bridges theory with real-world psychological practice.

Strengths for Clinical and Counselling Psychology (M.Sc.)

- The supportive environment noted above is particularly important in supporting students to feel safe whilst developing their practical skills and confidence in their professional identity.
- A variety of teaching and assessment methods are used to support different learning styles, promote active participation, and reflect the diverse needs of professional practice. This is particularly evident in the experiential learning elements such as the practicum and personal therapy.
- Teaching staff bring extensive professional experience and sensitivity to psychological practice, enriching the curriculum with real-world insight and ethical awareness.
- A dedicated member of staff provides tailored support for practicum activities, helping students integrate academic and professional learning.

Areas of improvement and recommendations (B.Sc. and M.Sc.)

- Physical teaching spaces are relatively limited across the institution, occasionally restricting flexibility in delivery methods and group activities; future planning might include the protection of spaces for the Psychology programmes to ensure that the student experience is not impacted.
- Where a practicum is implemented, careful attention should be given to matters of placement, supervision, legal safeguards, and student safety.

Areas of improvement and recommendations for Clinical and Counselling Psychology (M.Sc.)

- As the programme continues to grow and maintain its substantial practicum component, further development of placement opportunities and partnerships will be important to ensure sufficient capacity and diversity of practice settings for all students. Strategic planning in this area will help sustain the quality, accessibility, and relevance of the practicum experience.

- From a contemporary perspective on clinical psychology, the M.Sc. programme dedicates considerable time to psychodynamic models. While this represents a deliberate curricular choice, the Committee, also indicated by the students, perceived this as a rather traditional approach to clinical psychology, noting that contemporary evidence-based therapies (e.g. ACT, Mindfulness or Psychodynamic Interpersonal Therapy) receive less attention. The M.Sc. programme would potentially benefit from incorporating more varied therapeutic approaches, providing students with a broader repertoire of evidence-based interventions and better preparing them for diverse clinical contexts.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	
2.2	Practical training	Compliant	Compliant	
2.3	Student assessment	Compliant	Compliant	

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

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

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings (B.Sc. and M.Sc.)

The Department demonstrates a well-structured and transparent approach to the recruitment, development, and support of teaching staff. Appointments are based on clear criteria, ensuring that staff possess the qualifications, professional experience, and sensitivity to psychological practice required to maintain high teaching standards and support programme outcomes. Recruitment can be challenging in some areas, but retention is strong, supported by effective induction processes and a collegial departmental culture. Professional development opportunities are available, including training on contemporary challenges such as the use of artificial intelligence in education.

At the postgraduate level, the M.Sc. programme includes substantial professional training, incorporating over 1,000 hours of supervised practice (direct and indirect work). This requires significant staff coordination and reflective engagement to ensure high-quality learning and professional competence. The proportion of permanent full-time staff remains relatively low compared with part-time appointments. Teaching is informed by scholarship, and staff contribute to collaborations within the institution and externally. There is scope to further strengthen mentoring for research development and to better balance teaching, professional training supervision, and research commitments.

Strengths (B.Sc. and M.Sc.)

- Recruitment processes appear to be fair, transparent, and aligned with institutional and programme needs.

- Staff are appropriately qualified, experienced, and committed to high-quality teaching and student support.
- Induction and development processes are well established and responsive to emerging challenges and technologies.
- Part-time staff bring valuable professional perspectives that enrich the student experience.
- A strong culture of collegiality, approachability, and student-centred practice is evident.
- Research activities of staff are relevant and aligned with the Department's teaching portfolio, fostering research-informed learning.

Strengths for Clinical and Counselling Psychology (M.Sc.)

- Importantly, the M.Sc. recruitment processes accounts for both the potential to develop academic skills and the likelihood to be successful in an applied psychology setting.
- It is commendable that applied psychology teaching staff are provided with time to retain their professional registration by engaging in their own practice.

Areas of improvement and recommendations (B.Sc. and M.Sc.)

- Increase the proportion of full-time permanent staff to enhance continuity, research integration, and leadership capacity.
- There is further scope to strengthen mentoring and structured support for early-career staff to develop their research profiles and scholarly outputs.
- Ensure teaching workloads allow adequate time for research and professional growth.
- Continue to support staff engagement in international collaboration and professional training to enhance excellence in both academic domains.

Areas of improvement and recommendations for Clinical and Counselling Psychology (M.Sc.)

- Ensure teaching and supervisory workloads allow adequate time for research, clinical oversight, and continued professional development.
- Maintain protected time for clinical staff to meet professional registration and supervision requirements.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	
3.1	Teaching staff recruitment and development	Compliant	Compliant	
3.2	Teaching staff number and status	Partially compliant	Partially compliant	
3.3	Synergies of teaching and research	Compliant	Compliant	

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings (B.Sc. and M.Sc.)

The B.Sc. programme has clear admission procedures that are applied in a consistent manner (e.g. secondary education and English language proficiency), as well as procedures for admission of students from outside of Cyprus. The M.Sc. programme in Clinical or Counseling Psychology likewise has clear admission procedures that are applied in a consistent manner (e.g. approved B.Sc. in Psychology, relevant voluntary work, clean criminal records, and interview).

Both programmes have a clear structure of progression and transparent criteria for passing each course, including attendance, assignments and final exam. The small class sizes and close teacher-student relations support monitoring of individual students progress and teacher contact to students with low attendance. Especially concerning the M.Sc., the criteria for passing the practicum are relevant to ensure presence at placement site, clinical engagement and reflection as well as personal development, and the criteria were available and described in the "Supervised clinical practice guide".

The EUC participates in the Erasmus programme to facilitate student mobility and agreements are in place to ensure course substitutions for semesters spent abroad at other universities.

The B.Sc. and M.Sc. certificates include relevant information on learning objectives and courses in the programme in accordance with international standards.

Strengths (B.Sc. and M.Sc.)

- It is a strength that each student is assigned a student advisor to discuss course electives, prerequisites, and progression, and is required to meet with their advisor at least once per semester.
- The small class sizes and office hours facilitate close teacher monitoring of students and contact with students who may struggle with progression.
- The admission procedures into the M.Sc. programme were well-developed and transparent.

Areas of improvement and recommendations (B.Sc. and M.Sc.)

- The Committee suggests that the Department more systematically analyze attrition rates and delay status across semesters of the B.Sc. to develop strategies to minimize attrition and graduation delay.
- Likewise, the Department could map B.Sc. students' educational and employment pathways and analyze these to strengthen the programme and provide students and applicants to the programme with more knowledge of their future possibilities.
- Regarding the M.Sc., the Committee heard many thoughtful considerations concerning how to secure good practicum placements for students. However, given the recent increase of students in the M.Sc. programme and the competition with other universities in the area, the Department may need to discuss more strategies for ensuring availability of timely practicum placements to minimize risk of student delay to graduation.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	
4.1	Student admission, processes and criteria	Compliant	Compliant	
4.2	Student progression	Compliant	Compliant	
4.3	Student recognition	Compliant	Compliant	
4.4	Student certification	Compliant	Compliant	

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1. **Teaching and Learning resources**
- 5.2. **Physical resources**
- 5.3. **Human support resources**
- 5.4. **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings for Psychology B.Sc. and M.Sc.

The study programme provides adequate and accessible teaching and learning resources, that effectively support the achievement of programme objectives. The allocation and planning of learning resources appropriately consider student-centred learning principles and accommodate a variety of modes of teaching (practicals and theory) and delivery.

The study programme is supported by adequate physical resources, including libraries, study facilities, and IT infrastructure, which meet the operational requirements of the programme. Students benefit from good support services across various domains, with IT services and libraries being particularly noteworthy.

The study programme provides adequate human support resources, including mentors, counsellors, advisers, and qualified administrative staff, who are fit for purpose and appropriately support programme delivery.

The programme demonstrates a strong commitment to wellbeing by offering extensive support services throughout the student journey. This encompasses not only academic skill development but also initiatives designed to foster a sense of community and belonging among students. Recognizing the growing importance of mental health in higher education, the programme has established robust mechanisms (eg., the Centre of Applied Psychology and Personal Development) to support students' psychological wellbeing.

The programme places considerable emphasis on preparing students for successful entry into the job market. Through a well-structured approach that includes career counseling, networking opportunities, and practical skills development, students receive comprehensive support to enhance their employability and make informed career decisions upon graduation. The programme also offers several activities for both current students and alumni, fostering ongoing engagement and creating valuable networking opportunities.

Regular students consistently express appreciation for the comprehensive introduction programme and the carefully designed transition process from secondary education to university. This thoughtful onboarding approach helps students adapt to the academic demands and social environment of higher education. The programme successfully cultivates a strong sense of community among both students and staff, creating an inclusive atmosphere where students feel supported and connected from the outset of their studies

Students particularly value the openness and approachability of faculty members. This accessible teaching culture creates an environment where students feel comfortable seeking guidance, engaging in academic discussions, and building meaningful relationships with their instructors. The welcoming attitude of faculty contributes significantly to student satisfaction and enhances the overall learning experience.

Strengths for Psychology B.Sc. and M.Sc.

- Excellent student support.
- Strong commitment to student wellbeing.
- Welcoming attitude (open door policy) of faculty members towards students.
- Especially for the B.Sc., there is a comprehensive introduction programme and a carefully designed transition process from secondary education to university.

Areas of improvement and recommendations

- The Committee recommends that the current high level of student support is maintained, also bearing in mind the rising number of students in the various programmes.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		B.Sc.	M.Sc.	
5.1	Teaching and Learning resources	Compliant	Compliant	
5.2	Physical resources	Compliant	Compliant	
5.3	Human support resources	Compliant	Compliant	
5.4	Student support	Compliant	Compliant	

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1. **Selection criteria and requirements**
- 6.2. **Proposal and dissertation**
- 6.3. **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.



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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A



D. Conclusions and final remarks

The B.Sc. and M.Sc. programmes both adhere to the international standards for programmes in Psychology. Courses are taught by a combination of full-time staff and scientific collaborators (external, part-time staff) and include assessment based on attendance, assignments and final exams. The Committee particularly appreciated the opportunities for internship and practicum, as well as the empirical bachelor and master theses as strong course elements as these support the development of practice-based reflection on relevant psychological concepts and research competencies.

The programmes that are provided by the Department are dedicated to community service and social responsibility, integrating these values into its educational mission. Students are actively encouraged to engage with broader societal challenges and contribute meaningfully to their communities, developing a sense of civic engagement alongside their academic pursuits.

The Committee finds that the staff for both the B.Sc. and M.Sc. are strongly engaged with their teaching, apply relevant teaching methodologies and engage in research-informed teaching at the university level. The Committee noted that the high reliance on external part time instructors (scientific collaborators) was well-thought through and carefully structured. However, the quality of research-based teaching would likely benefit from more full-time staff and more senior-level staff (e.g., full professors) actively engaged in international level research.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Ingmar Franken	
Terry Hanley	
Dorthe Kirkegaard Thomsen	
Vasiliki Hadjioannou	

Date: 2nd of November, 2025



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

