

Doc. 300.3.1/1

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Date: 26.09.25

- **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

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

Programme 1 – [Title 1]

In Greek:

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

In English:

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

Language(s) of instruction: Language(s)

Programme 2 – [Title 2]

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)

Programme 3 – [Title 3]

In Greek:

Programme Name

In English:

Programme Name

Language(s) of instruction: Language(s)



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



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

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 Central Lancashire in the UK, which influences the programme's academic infrastructure, as highlighted in the departmental report. These aspects are considered further in the Programme Evaluation document that follows.

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 follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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*

- o is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o defines the expected student workload in ECTS*
- o includes well-structured placement opportunities where appropriate*
- o is subject to a formal institutional approval process*
- o 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*
- o is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o 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*
- o 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:*
 - o selection criteria*
 - o intended learning outcomes*
 - o qualification awarded*
 - o teaching, learning and assessment procedures*
 - o pass rates*
 - o learning opportunities available to the students*
 - o graduate employment information*

1.4 Information management

Standards

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



ο *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

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.

The programme of studies operates under a highly formal and robust quality assurance system that adheres to both UK QAA, BPS and Cyprus CYQAA legislation. This system comprehensively covers teaching, learning, and research, ensuring academic integrity. The University mandates procedures to protect equal rights and guard against discrimination, formalising reasonable adjustments for students with special needs. The QA policy will be made publicly available following accreditation.

The curriculum is rigorously structured with clear ECTS allocations (25 hours per ECTS credit) and assessment methodologies, which are verified, moderated, and clearly communicated. Formal institutional approval involves UK and Cypriot validation, and mandates consultation with students and external industry partners during the design phase. Regular monitoring occurs through the Annual Continuous Course Enhancement Process, integrating student feedback (MFQs/SSLCs) and External Examiner reports to ensure the programme is up-to-date and responds to societal needs.

Clear, up-to-date information on intended learning outcomes, assessment methodology, and the extensive teaching/learning procedures are detailed in Course and Module Handbooks available to students via Blackboard. Selection criteria and the qualification awarded, including interim exit awards, are explicitly documented. The programme systematically collects graduate employment information, reporting robust figures (86% employment, 85% further study in 2024).

Student satisfaction is systematically gauged via mandatory Module Feedback Questionnaires (MFQs) administered bi-annually, Programme Feedback Questionnaires (PFQs), and Student Staff Liaison Committee (SSLC) meetings held each semester.

Strengths

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

The programme of studies is co-designed with colleagues at the University of Lancashire, such that modules in each institution are taught to the same learning outcomes. Programmes and modules go through a double (UK and Cypriot) QA process, which ensures that they are designed to a very high standard. This is further supported by the compliance to the standards set out by the BPS. A mentorship/co-design link between institutions serves to strengthen the standards of day-to-day teaching.

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.

Many QA processes are centrally administered, which may hamper the possibility of quick “light-touch” adjustments which can be made through more local feedback loops.

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





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

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.

The programme demonstrates a strong commitment to student-centred learning, teaching, and assessment. Teaching and learning processes support both individual and social development, encouraging students to take an active role in shaping their learning experience while providing adequate guidance and support from staff. A variety of pedagogical methods and flexible modes of delivery are employed, ensuring that planned learning outcomes are achievable and that diverse student needs are accommodated. Mutual respect between learners and teachers is actively promoted, fostering a positive and inclusive learning environment. Teaching materials and tools are modern, regularly updated - importantly reflecting the contemporary Cypriot context, and integrate educational technologies where appropriate.

Assessment practices are robust, transparent, and appear to be consistently applied. Criteria for assessment and marking are published in advance, and multiple examiners are involved in assessment. Assessment methods are appropriate to the intended learning outcomes and provide opportunities for students to receive constructive feedback, which is linked to their ongoing learning. Procedures are in place to support student appeals and to consider mitigating circumstances. Assessors are supported in developing their skills and are familiar with current testing and examination practices, ensuring that assessment contributes meaningfully to student development and progression.

Strengths

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

The Department provides a dynamic and engaging learning environment where students are actively involved in shaping their educational experience. Teaching methods are varied and flexible, combining traditional and digital approaches to meet diverse learning needs. Practical and theoretical components are closely linked, allowing students to reflect upon their knowledge in real-world contexts and reinforcing the relevance of their studies to professional practice. Importantly, the practical element appeared well considered for the level of study.

Students are encouraged to take an active role in their learning, with autonomy balanced by clear guidance and support from teaching staff. Feedback is likely to be produced in a timely fashion and linked to learning objectives, helping students reflect on their progress and develop the skills necessary for professional practice. Mutual respect is consistently evident within the learner-teacher relationship, fostering a collaborative and supportive classroom atmosphere.

When meeting with students, the committee observed positive and productive relationships with teaching staff, reflecting strong engagement and trust. The implementation of student-centered learning ensures that diverse needs are met and that flexible learning paths are available. Assessment processes are transparent, fair, and consistent, allowing students to demonstrate their achievement of intended learning outcomes while benefiting from structured support in areas such as appeals and mitigating circumstances.

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.

Some areas to consider include:

It would be possible to expand opportunities for practical psychological lab work. A recommendation would be to consider developing alternative arrangements so that students can engage with a wider array of experimental methods.

Within the student meeting it was noted that some electives were not possible for students to complete. Consider reviewing elective module offerings to increase the likelihood that they are accessible to all students, even when class numbers are low. This could involve combining small groups or offering alternative delivery modes.

It is unusual to deliver 10 credit units over two semesters with examinations at the end of the academic year. A more typical pattern across European universities is for 10 credit units to be examined after the (single) semester in which they are delivered. This has advantages for students in spreading the examination load, and for staff in terms of being able to attend conferences, etc.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		U/G Psych		
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant		
2.2	Practical training	Compliant		
2.3	Student assessment	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

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.

The teaching staff of the BSc in Psychology are highly qualified, with all holding doctorates and many possessing international research experience and professional recognition (e.g. Fulbright awards, editorial roles, international collaborations, HEA Fellowships). Staff development is embedded within the University, with support from a Teaching and Learning Enhancement Committee and access to UCLan UK training resources.

Teaching is delivered through a wide range of methods: lectures, seminars, workshops, laboratory classes, case studies, role-play, group projects and field trips. There is a clear emphasis on student-centred teaching. Practical training is delivered through lab-based empirical investigations and the student thesis (Psychology Project) and these are supported by the Thinking Lab and the Cognitive and Development Lab which is equipped with a Child Observation Suite, an excellent resource for both research and teaching. While strong in terms of research training, the programme offers fewer structured external placement opportunities compared to some other psychology curricula.

Strengths

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

The programme is supported by a team of highly qualified and research-active staff, many of whom hold international profiles and have undertaken formal pedagogical training. Their expertise ensures that teaching is strongly research-informed, with an emphasis on student-centred approaches that engage



learners actively in the process. Inclusive and interactive methods of delivery were evident, promoting both participation and a supportive learning environment.

Equally, assessment procedures are robust and transparent, with clear marking criteria and the additional assurance of external moderation. Students also benefit from dedicated facilities that underpin both practical training and the development of research skills, ensuring that theoretical knowledge is effectively connected to applied learning.

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.

While the current teaching staff numbers clearly deliver an excellent Psychology degree programme, the management may consider whether further hires are now warranted, both in order to share teaching loads but also to offer broader expertise within the department for both teaching and research opportunities (e.g. in cognitive neuroscience, clinical psychology). This would also kickstart momentum for developing new Masters programmes in English that would provide options for non-Greek speaking students on Cyprus to continue their Psychology education without having to leave Cyprus.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
		<i>U/G Psych</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	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

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.

The University implements clear, pre-defined, and consistently applied regulations for student admission, based on prior academic achievement (e.g., Apolytirion 16.5 or equivalent) and B2 level English competency. Progression is rigorously managed through published academic regulations and monitored using systematic tools. Regulations are detailed for the fair recognition of prior learning (RPL), encompassing certified and experiential learning, with specific procedures in place for processing credit transfers including Erasmus credits. Successful graduates receive a double-awarded degree (UCLan Cyprus and University of Lancashire UK), with separate certificates. Comprehensive information on admission, curriculum, and methodology is not yet accessible on the public website, pending final CyQAA accreditation.

Strengths

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

Processes for student admission and progression are well-designed and appear to be executed to a high standard. The double-certification of the degree underwrites its international credibility. Further, the final degree also meets criteria set by the BPS, thus enabling students to gain Graduate status with the organisation - which would provide them with additional potential avenues for further study in the UK if desired.

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.

No suggestions for improvement.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		U/G Psych		
4.1	Student admission, processes and criteria	Compliant		
4.2	Student progression	Compliant		
4.3	Student recognition	Compliant		
4.4	Student certification	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

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.

The Psychology programme benefits from a wide range of teaching and learning resources. These include lecture theatres, seminar rooms, IT labs and specialist psychology labs (the Thinking Lab and the Cognition and Development Lab as well as a sports lab). Students have access to a broad range of e-resources provided through UCLan Cyprus and UCLan UK. Student feedback gathered through questionnaires indicate satisfaction with the resources provided.

Physical infrastructure is very impressive. Students have access to excellent resources in the library and accessible study and IT facilities. There is a real feeling of a university environment providing a very cohesive student experience.

Students are supported by a strong network of human resources, including tutors, course leaders and qualified administrative staff. Counselling and wellbeing services, careers guidance and academic writing support are available centrally. The Department of Health and Wellbeing ensures adequate staffing ratios and provides clear information about support services through induction, handbooks and the website.

The University provides a holistic student support framework. Services address the needs of a diverse student population, including a large body of international students. The counselling centre offers free, confidential support. There seems to be opportunities for visits to UCLan UK for aligning courses and teaching, though it is unclear how these are financed.

Strengths

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

The Department benefits from modern, discipline-specific laboratories and observation rooms, alongside a well-developed digital learning environment. Together, these resources ensure that students have access to both physical and virtual spaces that support high-quality learning and research activity.

Students are also well supported through a comprehensive system that integrates both academic and personal guidance. Qualified academic staff, including many with Higher Education Academy fellowships, provide strong pedagogical leadership and maintain a clear commitment to student development. This is complemented by inclusive and student-centred support systems, with dedicated counselling and wellbeing provision available.

Mechanisms for student voice are firmly embedded, with representatives and liaison committees ensuring two-way communication between staff and students. This promotes a collaborative culture in which feedback is valued and acted upon, contributing to a positive and supportive learning environment.



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.

Periodic upgrades to lab equipment will ensure alignment with international standards

The committee noticed that print editions of psychology books in the library were quite limited. It could be worth expanding academic books within the subject areas as presumably there are still students who would like to read physical books.

The Department may consider implementing a more structured mechanism for work-placement or internships, supported by Department contacts and infrastructure.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
		U/G Psych
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	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:*
 - o *regular meetings*
 - o *reports per semester and feedback from supervisors*
 - o *support for writing research papers*
 - o *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.

N/A

Strengths

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

N/A

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.

N/A



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

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

This is a well-designed Psychology programme which has been operating for several years. The aim is to attract around 30 students in September 2026, with the result that there will be over 100 students on-programme at that point. All of the information that was available to the committee (in the submitted documentation and during our visit) leads us to believe that the programme of studies, the facilities available, and the QA and student-facing systems in place at UCLan Cyprus are entirely suitable for the task. As we have commented elsewhere, the close relationship with the University of Lancashire (and the joint programme design, accreditation, and award systems) militate for an excellent offering which should be highly competitive in the region. These impressions were borne out by the students that we met, who were very satisfied with their education and (where applicable) the career paths they had subsequently pursued. Given that some of the students arrived at UCLan Cyprus more-or-less by chance, this is a particularly impressive outcome.

One aspect of the programme that did give us pause was the fact that it was largely delivered by four talented and dedicated academic staff (with two additional staff and 3 STCs playing a lesser role). Quite apart from the workload that this entails (we have commented elsewhere), this limits the student experience to a few teachers who cannot be experts in everything they teach. We appreciate that this is mitigated by a close relationship with teaching staff in Preston and by occasional (video-link) guest lectures, but given that workload considerations are also relevant, we would suggest hiring a new member of staff sooner rather than later, especially given that there are some plans to develop new Masters programmes (we see the development of additional English-language programmes in Cyprus as an interesting opportunity).

We have a couple of suggestions concerning the programme content. One is to consider renaming modules to something less opaque: names such as “being a psychologist” or “topics in psychology” give little indication of what skills a student has, making transcripts hard to understand. They also sound less serious than more straightforward module titles. We have also pointed out above that offering 10-credit year-long modules is unusual. It leads to strange combined modules (“social and developmental”), and results in a heavier end-of-year assessment burden for students, compared to examining single-semester modules at the end of each relevant semester. It would also provide staff with more flexibility (e.g., for travel) if 10-credit modules are delivered over single semesters, as is common practice elsewhere.

Finally, a couple of thoughts: (1) there is (always) room for an expansion of research facilities, to help with the recruitment and retainment of an excellent staff, but also with the student experience (students should experience different experimental methods); (2) as we understand it, the mapping of the 4-year UCLan course to the 3-year Lancashire version is such that there are more introductory-level courses in UCLan Cyprus; it may be possible to add courses that are “more advanced” than a typical UG course instead, adding to the marketability of the degree.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



We hope that these suggestions are taken in the intended spirit of helpfulness; we should make it clear that there was nothing about the programme that caused us concern. We saw a solid, serious, programme that has bedded in well; we hope that the next few years will see it flourish.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Martin Corley	
Prof Terry Hanley	
Prof Victoria Helen Southgate	
Fotini Demetriou	
Charis Eleftheriou	
Click to enter Name	

Date: 27 September 2025