

Regulated Professions Representative Form

Section 1: Regulated Profession Details

Regulated Profession: Psychologist

Full Name of representative	Fotini Demetriou
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Section 2: Observations Regarding Legislation

Please provide specific observations related to the legislation governing this profession:

With reference to all the points below that are included in PART A, that govern the legislation of the profession of Psychologist in Cyprus, i provide the following observations:

The BSc. in Psychology (E-Learning) programme of the European University aligns with the academic outcomes expected for the discipline of Psychology and demonstrates strong educational design. The programme structure follows the traditional 4-year (240 ECTS) undergraduate model. It includes core modules in all major branches of psychology (biological, cognitive, developmental, social, clinical, counselling, research, ethics, etc.). There is a mandatory undergraduate thesis (two stages: PSD480 and PSD490). A “Practical Applications in the Field of Psychology” course offers an applied/observational component (approx. 180 hours), focused on volunteer work or observation in applied/research contexts. Delivery is fully e-learning, with teleconferences, interactive activities, and continuous assessment.

The BSc Psychology (E-Learning) programme of the European University Cyprus demonstrates strong theoretical foundations and comprehensive coverage of the main domains of psychology. It provides students with the opportunity to develop the academic knowledge and research skills necessary for progression in the field of psychology.

According to Cypriot legislation (Law 68(I)/1995), practicum experience is not required for

registration as a psychologist. Therefore, it is recommended that the practicum course (“Practical Applications in the Field of Psychology”) be offered as an optional educational component, allowing flexibility in duration (e.g., 20–180 hours). Where implemented, supervision should be provided exclusively by registered psychologists, with strict adherence to ethical and legal safeguards, student safety, and the educational objectives of applied learning. This approach ensures compliance with the law while maintaining academic integrity and opportunities for experiential engagement.

PART A

“Μητρώο Πτυχιούχων Ψυχολόγων” σημαίνει το μητρώο το οποίο τηρείται δυνάμει των διατάξεων του παρόντος Νόμου και στο οποίο αναγράφονται πρόσωπα που κατέχουν πτυχίο ψυχολογίας·

“πλαίσιο καθηκόντων εγγεγραμμένων ψυχολόγων” σημαίνει τα αποκλειστικά καθήκοντα που καθορίζονται για κάθε εγκεκριμένη ειδικότητα εφαρμοσμένης ψυχολογίας·

“πλαίσιο καθηκόντων πτυχιούχων ψυχολόγων” σημαίνει καθήκοντα σε τομείς που έχει λάβει εκπαίδευση πτυχιούχος ψυχολόγος στα πλαίσια απόκτησης του πτυχίου του και τα οποία περιορίζονται στα εξής: διδασκαλία θεμάτων ψυχολογίας, έρευνα σε τομείς ψυχολογίας, συνέντευξη με αποκλειστικό σκοπό την παραπομπή σε εγγεγραμμένο ψυχολόγο και πιθανή άσκηση άλλων καθηκόντων που δεν εμπίπτουν στο πλαίσιο καθηκόντων που αποδίδονται σε εγγεγραμμένο ψυχολόγο·

Νοείται ότι τα πιο πάνω καθήκοντα δεν μπορούν να ασκηθούν στα πλαίσια αυτόνομης και ανεξάρτητης εργοδότησης·

“πτυχιούχος ψυχολόγος” σημαίνει ψυχολόγο εγγεγραμμένο στο Μητρώο Πτυχιούχων Ψυχολόγων, οποίος ασκεί καθήκοντα που προκύπτουν από το πλαίσιο καθηκόντων πτυχιούχων ψυχολόγων·

Section 3: Additional Comments

The programme follows a well-structured four-year design (240 ECTS) and includes all major areas of psychology such as biological, cognitive, developmental, social, clinical, counselling, and research methods. The inclusion of a mandatory undergraduate thesis promotes research literacy and scientific thinking.

The learning outcomes are clearly aligned with the European Qualifications Framework (EQF), reflecting strong commitment to quality assurance, student-centred learning, and professional ethics.

It is recommended that the Department continues to strengthen its infrastructure by: expanding research facilities and equipment (e.g., psychophysiological measurement tools), ensuring sustainable staffing levels for e-learning delivery, and enhancing student engagement in applied and research activities.

It is also recommended that the programme explores ways to further enhance communication and interaction among students. Encouraging collaboration through group assignments, peer discussions, and online communities could foster a stronger sense of academic belonging and engagement. Strengthening student interaction will not only enrich learning outcomes but also promote the

development of essential interpersonal and teamwork skills that are fundamental in the field of psychology.

The programme presents notable strengths and plays an important role in supporting the development of psychology education in Cyprus. It is recommended that the programme continues to align fully with the legal and professional framework regulating the practice of psychology in Cyprus, while maintaining high standards of academic quality, student support, and ethical compliance.

Any further comments:

The practicum component may not be feasible or desirable for all students. As previously noted, it is not required for the registration of psychology graduates in Cyprus. Therefore, the option of choosing between a practicum (offered as an optional component) and elective coursework could be considered as an alternative solution.

Given that the programme is delivered through a distance learning mode and includes practical training which may take place in the student's local region, particular caution should be exercised with regard to all parameters governing the practicum — including placement settings, supervision, and the population served — in order to avoid any potential risks, ethical violations, or threats to the mental or physical wellbeing of students, professionals, or clients.

It is essential to ensure the safety and legal protection of all parties involved through systematic documentation, clear procedures, and adherence to ethical standards.

Furthermore, the programme should ensure that psychology graduates are adequately trained to conduct interviews for the exclusive purpose of referring individuals to a registered psychologist. Training in psychological interviewing skills could be integrated either within the practicum or as part of the taught curriculum to strengthen students' applied competencies and professional readiness.

The study guide briefly mentions professional ethics, but there could be stronger integration of Cyprus-specific ethical and legal frameworks governing psychology. It is recommended that explicit reference to Cypriot legislation, ethical codes, and professional practice boundaries be embedded in relevant modules to better prepare students for local professional contexts.

Since the programme is delivered entirely online, adding training in digital literacy and telepsychology ethics would align the curriculum with current global standards in psychology education.

The inclusion of components addressing digital ethics, data protection (GDPR), and professional online conduct would strengthen students' preparedness for modern psychological research and practice environments.

Given the e-learning mode, some modules involve asynchronous activities and limited synchronous contact. Students might benefit from structured academic advising and supervision mechanisms — especially for research projects and the practicum. It is suggested that structured supervision and academic advising processes be strengthened, ensuring that all students—regardless of location—receive consistent academic and ethical guidance, particularly during research and practicum components.



Representative's Signature:

Date: 02/11/25