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Date: 1st of November,
2025

External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia, Cyprus
 - **School/Faculty (if applicable):** School of Humanities, Social and Education Sciences
 - **Department/ Sector:** Department of Psychology and Social Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο) – Εξ Αποστάσεως

In English:

Psychology (4 Years/240 ECTS, B.Sc.) – E-Learning

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations



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].

In English: Concentrations

A. Introduction

The evaluation of the E-learning BSc in Psychology, European University of Cyprus, was undertaken by an external panel, with the following members:

Christothea Herodotou, Professor in Learning Technologies and Social Justice, The Open University, UK (e-learning expert)

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 second day dedicated to the BSc programmes. The days included meetings with the management level, academic staff, administrative staff, representatives from the e-learning unit, 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 e-learning BSc programme. 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 e-learning BSc programme this included the "Application for programme of study" 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, including access to three live courses on Blackboard.

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>
Vasiliki Hadjioannou	Student representative	University of Cyprus
Fotini Demetriou	Professional association representative	N/A
Terry Hanley	Academic member	University of Manchester, UK
Christothea Herodotou	Academic member	The Open University, UK
Ingmar Franken	Academic member	Erasmus University Rotterdam, Netherlands
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 the 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

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 program 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 is expected to maintain its relevance, quality, and responsiveness to all stakeholders.

The programme also complies with information transparency requirements by ensuring that all essential details are readily accessible to students. 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.

Student progression, success, and drop-out rates are sufficiently monitored. The programme systematically gathers and analyzes data on student satisfaction, and the adequacy of learning resources and support services.

Strengths

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

Areas of improvement and recommendations

- It is recommended that the programme adequately monitors the future educational and career paths of the e-learning students.

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

Sub-area	<p style="text-align: center;">Non-compliant/ Partially Compliant/Compliant</p>
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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

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

2.3 Practical training

2.4 Student assessment

2.5 Study guides structure, content and interactive activities

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed 30 students per class.*

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

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 the 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 e-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.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
 - *Clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *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

Each course features six, 90-minute teleconferences. Two of them take place at the start and the end of each course. The remaining four sessions are scheduled by course instructors based on student needs. These teleconferences are designed to elaborate on self-directed learning by clarifying concepts, answering questions, analyzing case studies, and enabling peer communication through activities like break-out rooms. While the sessions are optional, and student attendance can

sometimes be low, they are all recorded so students can engage with the material at their convenience. New staff undergo 35 hours of mandatory training on e-learning. Beyond this, the university offers optional, ongoing professional development seminars focusing on emerging educational technology issues, such as cybersecurity and the use of AI.

Staff currently have access to Blackboard Analytics, providing insights into student engagement, including time spent on material, submissions, and assessment performance. Currently, only a few staff members reported using analytics to monitor student engagement and proactively intervene and support those students who fall behind.

There is a predefined framework of assessment as follows: 50% assignments (group activities 8%, individual activities 12%, individual assignments 30%) and a written examination component of 50%. It has been observed that many weekly interactive activities are graded with only a 1%. This minimal weighting is likely insufficient to motivate students to engage fully and complete the activities, limiting opportunities for ongoing student interactions and communication.

Across all course weeks, weekly interactive activities primarily consist of simple questions or quizzes that emphasize individual work. The use of discussion forums is limited—a pattern observed in both the study guides and the three live courses reviewed by the Committee. In addition, the current use of discussion forums rarely promotes student interactions; they mostly take the form of students submitting an answer with no required follow-up communication amongst peers. Overall, there is limited variation in the type of weekly interactive activities provided to students. Tools like simulations, educational games, and problem-solving scenarios are rather limited.

Furthermore, while the course guide for *PSD400 Practical Applications in the field of Psychology* (Section 3.1) mentions the use of virtual labs, staff clarified that these are not yet accessible to online students. Also, during this course, students are expected to hold placements in human service agencies such as NGOs and schools. Following discussions with the staff, it was not clear yet how these placements will be arranged for distance learning students, especially given the increasing number of students recruited on the e-learning programme.

Strengths

- The use of the Blackboard Learn Ultra platform for delivering teleconferences, accessing learning resources and supporting students' interactions with the material and instructors is appropriate for the programme.
- Study guides for each course sufficiently describe the course structure and students' interactions with material.
- The staff onboarding training on e-learning is sufficient for successfully delivering the programme from a distance.
- There is an assessment framework based on e-learning methodology featuring graded weekly interactive activities, group work and a final exam component.

Areas of improvement and recommendations

- The design of weekly interactive activities should be reconsidered to ensure they promote student-to-student communication and interactivity (through systematic use of discussion

forums) and take advantage of the capabilities offered by the virtual and audio-visual environment such as the use of simulations and psychology games to practice e.g., communication skills with patients, role playing (therapist, patient, family member), solving real-life problems using online tools such as virtual whiteboards, peer review of student work and use of reflective journaling for reflecting on learning, personal biases and applications of learning to real life, and creation of videos/presentations/infographics.

- A concrete plan and procedures should be developed that facilitate learning and ensure the psychological and physical safety of distance learning students in placement positions or give the option for an alternative course in cases the students cannot find a placement.
- The weighting of weekly interactive activities should be adjusted to a level that effectively motivates student completion and participation. These activities should also incorporate more advanced activities that are graded with a higher percentage of the final mark to incentivize deeper learning and applications of theoretical concepts to real life scenarios.
- There should be a concerted effort to reinforce the use of learning analytics by staff members as a means to better support student interactions and progress and ensure they succeed.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially Compliant
2.3	Student assessment	Compliant
2.4	Study guides structure, content and interactive activities	Partially 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.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *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:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *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

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 and experience required to maintain high teaching standards and support programme outcomes. Recruitment can be challenging in some areas, but retention is strong, with staff benefiting from effective introduction processes and a supportive departmental culture. Professional development opportunities are in place, including training on contemporary challenges such as the use of Artificial Intelligence in education. The overall number of teaching staff is adequate to sustain the quality of delivery. There is scope to further strengthen mentoring for research development and to better balance teaching and research commitments. Each staff member appeared to be responsible for a high number of students, potentially impacting processes of monitoring, support and feedback.

Strengths

- 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.
- Introduction and development processes are well established and responsive to emerging challenges and technologies.
- Visiting and part-time staff bring valuable professional perspectives that enrich the student experience.
- A strong culture of collegiality, approachability, and student-centred practice is evident..

Areas of improvement and recommendations

- 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 for adequate student support, feedback and monitoring as well as adequate time for research and professional growth.
- Continue to expand collaborative research and international partnerships to raise the Department’s academic visibility and impact, also focusing on researching and developing good practices related to the design and delivery of distance learning.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially 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

The BSc 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 programme has a clear structure of progression and transparent criteria for passing each course, including assignments and final exam. The number of students participating in online teleconferences (max 30 students) allows for developing teacher-student and student-to-student communication and interactions. The BSc certificate includes relevant information on learning objectives and courses in the programme in accordance with international standards.

Strengths

- The committee finds it 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 number of students participating in teleconferences facilitates close teacher monitoring of students and contact with students who may struggle with progression.

Areas of improvement and recommendations

- The committee suggests that the Department more systematically analyze attrition rates and delay status across semesters of the BSc to develop strategies to minimize attrition and graduation delay.
- Likewise, the Department could map BSc students' educational and employment pathways and analyze these to strengthen the programme and provide students and applicants to the programme with more systematic knowledge of their future possibilities.

- There should be systematic use of Blackboard learning analytics by all staff members to identify students at risk of failing and intervene accordingly to provide support before a student fails an assignment or a course.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *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 e-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

There are set weekly interactive activities across all courses which are also graded. These mainly take the form of quizzes or reading/watching material and answering questions. The use of simulations, games etc are rather limited.

The “E-Learning Programmes of Study Committee” is responsible for supporting the development of e-learning programmes, the design of educational material and study guides and associated staff training. The pedagogical model is based on the principles of learner-centred learning design, inclusive design, co-design and interactive and collaborative learning.

Human support resources are in place including individual student advisers and administrative staff. There are also physical resources to support students' learning including a library equipped with physical and online material (accessible online) and which provides students with training as to how to find and use resources. While for students in the conventional BSc programme a range of resources is available, this seems to be less the case for online students, such as no access to psychological support, through the Center of Applied Psychology and Personal Development, and some specialised psychology software accessible only in person.

E-learning students indicate that the introduction and onboarding process for the online programme could be improved to facilitate peer connections and a sense of community building. Enhanced opportunities for online students to become acquainted with one another and with faculty would strengthen a sense of belonging and engagement with the programme. E-learning students express concern about limited camera usage during online sessions, which diminishes the sense of connection and interactive learning.

Strengths

- The “E-Learning Programmes of Study Committee” is in place to effectively support the development of e-learning programmes.
- Human and student support resources are in place to cover the needs of e-learning students.

Areas of improvement and recommendations

- The design of weekly interactive activities should be reconsidered in ways they take advantage of capabilities offered by the virtual and audio-visual environment such as the use of simulations, games and problem solving scenarios.

- E-learning students should be able to access and use resources in a similar manner as students in the conventional BSc programme.

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

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

D. Conclusions and final remarks

The BSc programme (e-learning) (240 ECTS) includes courses in accordance with international standards for BSc in Psychology and with the use of international standard textbook syllabus. All online courses are supported by Blackboard and were taught by a combination of full-time staff and scientific collaborators (external, part-time staff) and includes assessment based on assignments and final exams. The committee particularly noted the empirical bachelor thesis as a strong course element of the BSc, as it supports the development of research competencies.

The teaching staff were clearly very engaged and proactive in their support of students. The attitude towards student-centred learning was very positive and students reflected positively upon their engagement with staff on the e-learning programme.

The Committee notes that the e-learning delivery of the programme could be strengthened to enable systematic student-to-student interactions and communication and support a range of interactive learning approaches that would benefit learning and understanding of the course content. The strengthening of these parts of the e-learning courses would likely be facilitated with a higher number of staff to teach the courses and provide ongoing feedback to students.

While there were generally good student service facilities, including a library with e-access to journals and book chapters and career support services, some services that were available for students in the standard BSc programme were less available for e-learning students and we recommend that the Department and EUC discuss how to provide a higher level of the various services to e-learning students.



E. Signatures of the EEC

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