

Doc. 300.1.2

### Higher Education Institution's Response

Date: 18/05/2021

- **Higher Education Institution:**  
University of Central Lancashire Cyprus
- **Town:** Larnaca
- **Programme of study  
Name (Duration, ECTS, Cycle)**  
  
**In Greek:**  
Ψυχολογίας (4 έτη, 240 ECTS, Πτυχίο)  
  
**In English:**  
Psychology (4 years, 240 ECTS, Bachelor BSc (Hons))
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**  
  
**In Greek:** N/A  
**In English:** N/A



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*



We would like to thank the members of the External Evaluation Committee (EEC) for their valuable feedback regarding the accreditation of the BSc (Hons) Psychology programme offered by the School of Sciences at UCLan Cyprus. We are very pleased that the Committee recognises the strengths of the programme as a result of the work of the academic team involved in the design and delivery of the programme. We are committed to maintain the excellent student learning experience we offer and continue evaluating and enhancing the programme's quality of learning and teaching. As such, we have taken into due consideration the Committee's constructive feedback and have embraced it in efforts to develop further the BSc (Hons) Psychology programme, as it is illustrated in the following sections.

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### EEC REPORT

#### Findings

##### 1.1. Policy for quality assurance

There are formal regulations and procedures for quality assurance for the program of study, more specifically related to (a) the proposal of new courses, (b) periodic review and (c) annual monitoring. These procedures involve consulting with students, internal stakeholders (e.g., alumni) and external stakeholders (e.g., professional bodies).

##### 1.2. Design, approval, on-going monitoring and review

The program is designed to provide students with the knowledge and skills required by the British Psychological Society in its undergraduate syllabus.

Intended learning outcomes involve (a) up-to-date knowledge and understanding of the major domains of psychology and research methods, (b) subject-specific skills, (c) thinking skills, and (d) other skills relevant to personal development and employability.

Consistent with Cypriot regulations, the B.Sc. (Hons) Psychology program comprises a total of 240 ECTS, representing four years of study. The program has a compulsory part (comprising 130 ECTS) and an optional part (comprising 110 ECTS). Compulsory courses mainly address core domains of psychology and psychological research methods; optional courses mainly target specific domains of psychology, such as forensic psychology, neuropsychology, cyberpsychology, and clinical psychology. As to the optional part, students can freely choose a subset of courses, either specializing in one domain (e.g., taking the whole track of forensic psychology courses) or keeping a wider scope (by picking course from all different domains). By targeting these specific domains in the optional part, the UCLan Cyprus program aims at differentiating itself from other Cypriot psychology programs and secure a unique selling position in the market.

The first year of this English language programme has four compulsory courses: Historical Foundations of Psychology (10 ECTS), Understanding Behaviour (10 ECTS), Psychology of the Media (5 ECTS) and Turning Goldfish into Elephants (5 ECTS). Optional courses in the first year are: English Language 1 and 2, Introduction to Mathematics and Statistics and Academic Writing. Already in their first year, the students practice data collection, data analysis, and report writing. Subsequent years are filled with more 'traditional' core psychology courses, such as research methodology, cognitive and psychobiological psychology, developmental and social psychology. In their final year, students complete a "Psychology Project" (20 ECTS), which consists of an empirical study and a written thesis. Compared to the program that is currently advertised on the UCLan-Cyprus website, the proposed programme in the internal evaluation report doesn't include courses in Sports and Exercise Psychology any more. These courses are dropped from the programme because of limited student interest.

In line with the UCLan-Cyprus quality assurance policy, the program is reviewed every five years and the status and operation of its courses are annually monitored. Students as well as internal and external

stakeholders are actively involved in these processes. In addition, the program's courses are visited every five years by the British Psychological Society to review and determine the accreditation from the professional body.

The programme started in 2013 with 11 students. Over the years, the number of admitted students has varied, but has not increased substantially, resulting in a total student body of around 45 students up until today. The current average graduation rate is 78%, with 70% graduating within the nominal 4 years.

### 1.3. Public information

The UCLan-Cyprus website provides information on several aspects of the program, such as (a) overall aims, (b) structure (compulsory and optional courses), (c) detailed course documents with information on each module's aims, content, intended learning outcomes and teaching and assessment methods, (d) general information about career options and (e) specialisations and qualifications of the teaching staff. The prospectus of the programme can be downloaded from the website, but only after an individual has provided identifying information on <https://www.uclancyprus.ac.cy/study/our-programmescourses/getprospectus/>. Thus, admissions criteria for the programme are not readily publicly accessible. Although there is general information about future career options, there is no information on the actual career paths of the programme's alumni, for instance in the form of testimonials.

### 1.4. Information management

Upon request, the committee was provided with some (albeit quite general) quantitative information on the student population (enrolled students per year, composition of the student group in terms of country of origin), student progression through the program (including % of students that graduate in time, % of drop-out). Also, there was limited narrative information on career paths of graduates.

#### Strengths

Established regulations and procedures for quality assurance in both course development and periodic review and monitoring, involving relevant stakeholders, are in place.

Graduates of the programme meet requirements of the British Psychological Society

Monitoring of student progress and well-being is strongly developed, including assisting students to improve their English language proficiency (e.g., WISER groups).

The small cohorts allow for direct, immediate, and personal communication of any problems or difficulties students might encounter.

#### Areas of improvement and recommendations

In the internal procedures of quality control, it may be recommendable to include input from an international expert (e.g., inviting peers from established international universities to give input beyond the context of a formal EEC procedure).

The programme is aligned with the UCLan UK BSc programme in Psychology, as is clear from the names of the course modules. However, the committee could not get a clear picture of the level and depth of statistical and methodological education in the current programme. In a similar vein,

the committee is concerned about the foundational education in psychometrics and psychological assessment in the Cypriot program. These core aspects of psychology should be made explicit in the Bachelor program, as these courses are mandatory for graduates' eligibility to enter MSc programs in psychology in Continental Europe. If these contents are currently insufficiently integrated into the curriculum, the EEC recommends an adaptation of the modules in order to match the dosage of methodological and assessment-related education in continental B.Sc. programs. The lack of correspondence between the present degree and mainstream degrees across Europe might compromise student mobility at later stages of the academic career, as widely consensual learning objectives for B.Sc. degrees in psychology may not be achieved.

The committee advises the programme staff to include discussion of the recent replication crisis in psychology, and ways of remediation, such as open science, preregistration, and open peer review. The prerequisites for discussing these issues – most importantly power and effect sizes, issues with Neyman-Pearson hypothesis testing, validity generalization including meta-analysis, and scientometric aspects - also need consideration in the courses.

The committee fails to see the logical sequence and coherence of some parts of the programme. The first-year course Psychology of the Media seems highly specialized and needs to be placed later in the program, after students have gained some knowledge of the basics of developmental and social psychology. The large number of ECTS that is spent on optional English Language and Mathematics & Statistics in the first year creates the impression that this Psychology programme is trying to make up for deficiencies in students' prerequisite knowledge. The committee would like to suggest that these deficiencies are addressed in a preparatory program, preceding admission to Year 1. At present, the deficiencies are likely to impact the ability of students to effectively participate in the programme, particularly during the first year.

The information management can be further improved by in-depth analysis of the student population. The committee received quite global information, for instance, about the overall proportion of enrolled students from Cyprus, EU countries and Africa/Asia. The committee would like to have seen an overview of the number and origin of applicants for each academic year, the more number of accepted applicants, the number of dropouts and the number of graduating students. The programme has a withdrawal rate of 10.57%. The committee would like to suggest in-depth study of reasons for withdrawal, so this can perhaps be avoided for future cohorts.

## UCLAN CYPRUS RESPONSE

“In the internal procedures of quality control, it may be recommendable to include input from an international expert (e.g., inviting peers from established international universities to give input beyond the context of a formal EEC procedure).”

We would like to inform the EEC that as required by the internal quality assurance processes of our University, all the programmes of study have an appointed External Examiner, who is an established academic from a UK University (other than UCLan UK). External Examiners monitor the academic process for each programme of study, including overseeing the quality assurance procedures for each programme and report back to the University on a yearly basis. Overall, External Examiners play a fundamental role in

assuring academic standards by providing an external perspective on new academic course developments, on student performance and on the conduct of the assessment process. More specifically, External Examiners responsibilities include, but are not limited to:

- *Verification of the programme's assessment briefs:* Verify the form and content of all examination papers for every module that contributes to the programme's award.
- *Moderation of the assessed coursework:* Ensure that the marking of all assessments that contribute to the programme's award is regulated within agreed norms or against predetermined criteria across a module or the programme, as well as ensure that the assessment outcomes for students are fair, consistent and reliable.
- *Periodic Course Review:* Provide guidance and feedback for any programme changes to ensure that the programme structure, curriculum and delivery are up to date and aligned with international standards.
- *Annual Course Monitoring:* Evaluate and provide feedback on the operation of the programme at the end of each academic year. This is communicated to the programme team through the External Examiner annual report, which is also made available to the students (via the programme's space on Blackboard), as a good practice and for transparency.

All of the above actions are formally recorded through relevant reports (e.g. verification report, moderation report, etc.).

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We appreciate the EEC's concerns about the level and depth of statistical and methodological education as well as the foundational education in psychometrics and psychological assessment within the programme. We agree with the EEC that this is a fundamental aspect of any BSc Psychology programme and thus, our programme was designed to offer a strong statistical and methodological education, with breadth and depth, and build strong foundations in psychometrics and psychological assessment. This is achieved through a number of compulsory modules such as PS1710, PS1720, PS1010, PS2010, PS2040, PS2015 and PS3900. This is further explained in what follows.

During their first year of study, students are introduced to research design and statistics in the PS1720 (Understanding Behaviour) module. In this module the following topics are covered: Literature Review and Hypotheses; APA Workshop- Referencing; Observational Research; Types of Quantitative Research Designs;



Sampling Techniques; Levels of Measurement and Descriptive Statistics; Distributions and P-Values; Correlation; Chi-square; T-tests; Intro to Qualitative Research; Writing an academic report; Plagiarism; Reporting Results; Discussing Results. The PS1720 module also includes workshops, which take place in the computer lab, where students have hands-on experience with a statistical software (e.g. SPSS). These workshops include Data entry, Chi Square, T tests and Correlations. Moreover, through the PS1710 (Historical Foundations in Psychology) module, students have the opportunity to learn about psychometric tests, psychometrics properties and psychological assessments (e.g. DSM-5, WAIS-IV, WISC-V). The module also includes seminars during which students are further exposed to psychometrics. For example, one of the seminars includes detailed description of the WAIS-R subscales (verbal and performance subscale). Another seminar includes case studies in which students must identify the main symptoms of main psychological disorders based on DSM-5 criteria.

During their second year of study, students take the compulsory PS1010 (Methods and Practice of Psychological Inquiry) module. The aims of this module include exploring the methods of inquiry used by Psychologists, introducing students to statistics and statistical computer packages, providing such information that students are able to formulate a small research problem so that it is amenable to scientific investigation and statistical analysis. PS1010 covers topics such as: Experiments and hypothesis testing; Levels of Measurement & Measures of central tendency; The Parametric t-test; Report writing. Guidelines on how to write a quantitative research study in an appropriate scientific manner (APA format); Measures of dispersion and deviation; Correlation; ANOVA; Observational methods; Non-parametric test of association and differences. PS1010 also includes workshops on a statistical software (SPSS), which take place in a computer laboratory for hands-on experience on SPSS on the following topics: SPSS 1: Introduction to SPSS & Descriptive Statistics; SPSS 2: The Parametric t-test; SPSS 3: Tests of Association & Correlation; SPSS 4: ANOVA and SPSS 5: Non-Parametric Tests. In addition, students are asked to pursue practical activities, which offer them further the opportunity to develop their skills in analysing data: 1<sup>st</sup>: Data Entry & Descriptive Stats; 2<sup>nd</sup>: t-test; 3<sup>rd</sup>: ANOVA & t-test and 5<sup>th</sup>: Mann-Whitney & Wilcoxon.

During their third year of study, students take two additional compulsory modules, the PS2010 (Psychological Research 1: Design and Quantitative Methods), focusing on quantitative methods and PS2015 (Psychological Research 2: Qualitative Methods), focusing on qualitative methods of analysing data. PS2010 aims to support students to develop the ability to analyse and interpret the results of statistical techniques commonly used in empirical investigation within the discipline of Psychology; design and implement an empirical project addressing a psychological research question using quantitative methods; write up and critically analyse the results of a quantitative research study in an appropriate subject style and demonstrate knowledge of scientific enquiry and design as well as the main quantitative methodologies in Psychology. Moreover, PS2010 covers the following issues: Observational methods; Significance, power and effect size; ANOVA; Post-Hoc Testing Research Design; Test of Correlation & Partial Correlation; Multiple regression; Bivariate Linear and Multiple regression. Through this module students also have workshops on One-way ANOVA SPSS, Factorial ANOVA 1 SPSS, Factorial ANOVA 2 SPSS and Multiple regression. With regards to the PS2015 module, which is focused on qualitative analysis, the module aims to support students in developing their skills for designing and carrying out an empirical project addressing a psychological research question with qualitative research methods and writing up the results of a qualitative research study according to relevant conventions and standards. The PS2015 module covers the following topics: Interviewing Practices, Thematic Analysis, Discourse Analysis and Phenomenology. Moreover, students take the PS2040 (Individual Differences) module, through which they can further enhance their knowledge related to psychometrics.

The module introduces students to several psychometric tests (e.g. Raven's progressive matrices, personality tests, intelligence tests such as Occupational Personality Questionnaire, and intelligence tests such as Raven's progressive matrices), their suggested use and their main features, as well as threats to internal and external validity. The module also introduces students to the main differences between standardized tests and quizzes in magazines. There is a presentation on the benefits of using a standardized test designed to evoke responses from an individual and which can be used to assess one or more psychological characteristics by comparing the results with those of a representative sample of an appropriate population. Also, students have the opportunity to learn how to categorize tests based on what the test measures, based on the method of measurement and based on qualifications of the user. Furthermore, the students learn about scoring systems and maturation effects, order effects, instrumental bias, statistical regression, history effects, selection bias, differential attrition, and compensatory equalization-compensatory rivalry.

During their fourth year of study, students have further opportunities to apply their statistical and methodological knowledge and enhance their skills, as well as have additional workshops related to survey software (Qualtrics online survey software), in the context of the PS3900 (Psychology Project) module. Additionally, students have the option to take PS3081 (Application of Clinical Psychology Practice, Clinical Research, Service Delivery) and PS3051 (Advanced Developmental Psychopathology). PS3081 includes a detailed introduction to psychometrics and relevant considerations, such as the role of assessment in several psychology settings, the benefits and limitations of psychometric tools, issues of reliability and validity, examples of clinical and neuropsychological assessment tools (e.g. SCL-90-R, PHQ-9, GAD-7, WAIS-IV, Rivermead Behavioural Memory Test-3, Beck youth inventories, Trauma symptom checklist for children, resiliency scales for children and adolescents) and considerations on their development, validity and reliability. The module also introduces observational assessment and the purpose and use of interval recording. Also, PS3051 (Advanced Developmental Psychopathology) covers topics related to cognitive assessment and classification systems on child psychopathology. More specifically, it covers the diagnostic criteria for the assessment of learning difficulties (e.g. dyslexia), autism spectrum disorders, PTSD, anxiety and depressive disorders, self-harm related behaviours and ADHD. The module also covers a wide breath of specific psychometric tests for child psychopathology, including the Dyslexia screening test (with a practical demonstrative seminar), the Goodenough 'Draw a person test', the working memory test batter for children (WMTB-C), the automated working memory assessment (AWMA), the SNAP-IV teacher and parent rating scales, the ADHD rating scale-IV, and the ADHD child evaluation, among others. The module further introduces diagnostic systems, such as the DSM-5 and the ICD-11, and considers the advantages, disadvantages and limitations of diagnostic categorical systems while introducing dimensional approaches to assessment and formulation.

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We thank the EEC for these useful suggestions and we acknowledge their importance. To this end, although ethics and replication crisis related information are already discussed in different modules throughout the programme, the team has followed the EEC recommendation and enhanced this element of the programme. More specifically, a new compulsory module has been introduced in year 2, PS1045 (Current Topics in Psychology II). PS1045 was designed to introduce students to the different fields of Psychology along with possible careers in the field, develop students' employability skills, and more importantly, it aims to enhance students understanding of the ethical considerations associated with psychological research. In particular, the PS1045 module covers issues such as Fraud (e.g. Bakker et al., 2012), Replication Crisis (Begley & Ellis, 2012; Gilbert et al., 2015), Promoting transparency (Miguel et al., 2014), and Teaching replication (Frank & Saxe, 2012). The latter is also reflected in the learning outcomes of the module as well as the module's assessment. The module descriptor for PS1045 can be found in Appendix I. Moreover, through the PS3081 module, students are exposed to research protocols, including the procedures for protocol development and pre-registration, data collection and management, trial monitoring, editing, inspection and dissemination. Following the EEC's feedback, the teaching and learning material for PS3081 will now include further examples of the replication crisis in psychology and ways of addressing this challenge including pre-registration, open science and open peer review. The module material also includes detailed introduction to certain psychometric scales for use with minors and relevant considerations, such as the benefits and limitations of psychometric tools, issues of reliability and validity, examples of clinical and neuropsychological assessment tools and considerations on their development

Furthermore, the suggested topics will continue being covered in modules PS1020, PS1010 and PS2010. For PS1020, during specific workshop sessions, there are discussions on the recent replication crisis in psychology, including examples reflecting on failures to replicate seminal psychological studies, such as Zimbardo's prison experiment, Sripada et al.'s multi-lab study that failed to replicate the 'ego depletion' effect reported by Hagger et al (2016), and failures to replicate evidence of innate imitation in infants (e.g. Meltzoff & Moore, 1977). Additionally, the modules PS1010 and PS2010 include specific sessions on Ethics. Overall, the ethics covered in the programme are aligned with the British Psychological Society's guidelines and code, which involve the four primary ethical principles of respect, competence, responsibility and integrity. The BPS guidelines are based on the four-component model of Rest (1982), which identifies the sequence of thoughts and actions that result in ethical behaviour: Ethical Sensitivity, Ethical Reasoning, Ethical Motivation and Ethical Implementation.

“The committee fails to see the logical sequence and coherence of some parts of the programme. The first-year course Psychology of the Media seems highly specialized and needs to be placed later in the program, after students have gained some knowledge of the basics of developmental and social psychology. The large number of ECTS that is spent on optional English Language and Mathematics & Statistics in the first year creates the impression that this Psychology programme is trying to make up for deficiencies in students' prerequisite knowledge. The committee would like to suggest that these deficiencies are addressed in a preparatory program, preceding admission to Year 1. At present, the deficiencies are likely to impact the ability of students to effectively participate in the programme, particularly during the first year.”

We appreciate the recommendation and would like to ensure the EEC that the first year of the programme is not intended to address any student deficiencies in prerequisite knowledge. In contrast, the first year of the programme aims to develop the foundational knowledge needed for students to successfully proceed with their studies. Students accepted in the programme must have the necessary background knowledge and skills to cope with their studies. This is ensured during the student admission process. Following the EEC's recommendation, we have made the necessary amendments to address the EEC's concerns. Specifically, we

- Removed the Introduction to Mathematics and Statistics (MA1601) optional module and introduced a more advanced introductory module on statistics (MA1861: Introduction to Probability & Statistics). The module descriptor of MA1861 can be found in Appendix I.
- Moved PS1020 (Introduction to Developmental and Social Psychology) to Year 1 and moved PS1640 (Psychology of the Media) and PS1650 (Turning Goldfish into Elephants) to Year 2. This will allow students to gain basic knowledge of developmental and social psychology in Year 1, before they are introduced to the more specialised modules (PS1640 and PS1650) in Year 2.
- Removed the two optional English modules of 10 ECTS each (EF1705 and EF1706) and we introduced a new 10 ECTS English module (EF1707 English for Academic Purposes), which is intended for students with 5.5 IELTS and higher and which also develops other academic skills (e.g. academic reading, writing, listening and speaking skills to demonstrate high levels of awareness of contextual variation in language style, appropriacy to context and genre, critical thinking abilities such as actively questioning texts and evaluating their content and competence in expressing critical opinions). The module descriptor of EF1707 can be found in Appendix I.

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The University Administration Office collects, analyses and reports all the enrolled student related data for each programme of study (e.g. applications, acceptance, country of origin, progression, withdrawal, etc.). Such information is provided to the course leader of the programme on an annual and ad hoc (if requested) basis, and it is considered and included on the Course Leader report by the end of each academic year. Also, Course Leaders reflect on this information and provide their feedback to the relevant University departments for any actions that need to be taken.

With regards to student withdrawals, the University already has a process in place to investigate the reasons students decide to withdraw from a programme and more importantly, to ensure that the University offers any necessary support to the students that may prevent them from withdrawing from their studies. As part of this process, students expressing an interest to withdraw from a programme must first discuss the matter with their academic advisor and their course leader and once they submit an official application for

withdrawal, they must have an exit interview with the Head of School. This allows us to identify any challenges a student may be facing and provide any necessary support to assist the student to continue with his/her studies. Of course, there are cases where students may be facing personal difficulties for which the University cannot provide specific support, resulting to students proceeding with their withdrawals.

Moreover, as part of its student-centred approach, the University has a Students Attendance and Engagement Monitoring process for monitoring student attendance and performance for each programme of study and take actions accordingly. As part of the process, the University has an electronic attendance monitoring system, which identifies students with low participation. Additionally, academics identify any students who may be facing difficulties with their studies or they may not have a satisfactory engagement with their studies. The Student Support office collects further information on these students, and then the School SEAM Board (Student Engagement and Attendance Monitoring Board) convenes to evaluate each case and propose a plan of action to support the students. Overall, the primary aim of this process is to ensure that students are sufficiently supported throughout their studies and identify early enough any students in need of further support to be able to complete their studies and prevent them from withdrawing.

As it was observed and noted by the EEC, the *“Support for students through faculty and staff is exceptional”* (EEC report, page 33) and *“Monitoring of student progress and well-being is strongly developed, including assisting students to improve their English language proficiency (e.g., WISER groups)”* (EEC report, page 10). We are committed to continue providing outstanding support to our students that allows them to continue with their studies, even when they are going through challenging times in their lives.

With regards to the programme’s student demographics, they consist of approximately 68% students from Cyprus, 14% from EU countries (Germany, Bulgaria, Greece, UK) and 18% from other non-EU countries (Russia, Ukraine, Belarus, China, Iran, Latvia, Zambia). Note that UK is included in the EU countries, as the above demographics do not include 2021 (post-Brexit) numbers.

## 2. Student – centred learning, teaching and assessment

(ESG 1.3)

### EEC REPORT

#### Findings

##### 2.1. Process of teaching and learning and student-centered teaching methodology

The EEC is somewhat challenged in providing a statement concerning students' individual and social development. Overall, nothing in the curriculum seems to hamper or interfere with students' individual and social development.

Overall, the process of teaching and learning is flexible – albeit the content seems to be steered very much by the adaptation of the UCLan-UK campus curriculum. Teaching and learning use different and appropriate modes of delivery and apply a broad variety of pedagogical methods. Whether or not learning outcomes/objectives are achieved is hard to say.

The reports from students and the discussion with the faculty delivered a strong impression on the active role students have in creating and shaping their personal learning process. Overall, the learning arrangements seemed to strongly accommodate students and that – adequately – the favourable student/faculty ratio is capitalized upon by allowing for seemingly personal supervision, including elaborated feedback on learning progress. The EEC is unable to comment on the development of student autonomy. The teaching methods used seem modern and effective, and contemporary educational technologies are used and updated. The EEC had a number of concerns about the practical training and the teaching load and methods used in the context of practical training (see below). The faculty responded swiftly to pandemic challenges, the equipment in terms of computers, projectors, recording devices, but also licences and access to materials seemed by and large very good. In part due to the remote format of the EEC process, the EEC did not have the opportunity to closely assess the scientific equipment on site.

The student interviews and faculty statements left a strong impression of mutual respect between teacher and learner. The teaching applied seemed to respect student diversity and supposedly accommodated personal learning paths. Faculty and staff seemed eager to address and resolve any student complaints and the interconnection between staff, faculty, and students seemed very strong and very positive. The committee spoke to a set of students and alumni who all, without exception, expressed their enthusiasm about the program and the staff. When asked if they saw room for further improvement, the students did not seem to be able to come up with any area for improvement. This was somewhat surprising given the fact that 'nothing in life is perfect'.

##### 2.2. Practical training

The program provides practical training opportunities only very occasionally, in terms of tutorial support (see section 5) and an optional Placement module.

In terms of practical training, the program has an optional work placement module (PS3070) in Year 4. Students spend at least 40 hours in a workplace in which psychology is applied. This module aims to provide students with experience of the application of psychology in a setting relevant to their degree, as well as to develop students' critical awareness of an area of psychology. The module is assessed by both a

presentation and an essay. The purpose of the presentation is to inform the audience about the placement and to critically reflect on the experience; the purpose of the essay is to demonstrate how psychology is put into practice on the placement and/or to examine theories and research that relate to the placement.

### 2.3. Student assessment

The Assessment Handbook (effective September 2018) specifies the assessment policy of UCLan-Cyprus in general. A number of guiding principles are described, of which assessment FOR learning instead of assessment OF learning appears to be the main one. As a consequence, there is a shift from summative to formative assessment. The Grading Bands used in the curriculum are described in the Assessment Handbook and align with British grading practices. The psychology programme has a Course Assessment Board that oversees the quality of student assessment. Students' assessments correspond to the European Qualifications Framework (EQF).

The B.Sc. in Psychology curriculum employs a variety of assessment forms, including written exams (some multiple choice), essays, portfolio, other written assignments (e.g., empirical report, case study), presentation, and the final project of up to 8,000 words. The students the ECC spoke to recommended the detailed formative feedback they received on their work in progress.

#### Strengths

Teaching staff is very accessible and responsive to students' needs, which enhances student-centered teaching

The emphasis on formative assessment (and feedback) is a strong aspect of the curriculum.

The diversity of assessment formats used benefits the students' learning process.

#### Areas of improvement and recommendations

The responsiveness of staff to students' needs should be balanced with a clear mission to increase students' personal growth in autonomy and self-efficacy. Higher Education Institutions need to prepare students for a competitive job market and a future professional life that will inevitably be filled with setbacks and disappointments. This aspect could receive more explicit attention in the program.

The ECC had problems in getting a clear picture of the amount of practical training in the programme. The committee was left with the impression that major aspects of practical training, such as use of psychophysiological measures, interviewing methods, and assessment methods do not receive enough attention in the curriculum.

In many European institutions of higher education practical training begins with providing ample opportunity for skill development accompanying more technical classes. For instance, training in quantitative methods and statistics is usually arranged with associated practical classes in which increasingly complex data-analytic challenges are addressed. Similarly, learning success in psychological assessment-related classes is often stronger, if applied sections, exercises, and personal experiences are embedded into the instruction. Many European B.Sc. Psychology programs require students to deliver course credit during which students experience situations akin to what future participants, customers, and patients often experience. Students are also often asked to proctor tests, to score

them, and to deliver feedback to participants, customers, or patients. Similarly, most programs include interview training. Hopefully, some of these examples are inspiring for the current program as well.

Practical training obviously can also refer to opportunities for students to sit in or to try out laboratory-type activities. For instance, in many departments of psychology across Europe, the obligatory courses include lab sessions in which students learn essential practical aspects, neuro-anatomy, hormone analysis, recording an EEG, applying TMS, analysing (f)MRI data. Similarly, practical training often includes applied programming, for example for computer administrated experiments or surveys, for advanced data analysis. Obviously, some of this training might be situated within master degrees – but clearly many if not most competitive institutions chose to integrate a substantial practical training part into their B.Sc. degrees. The current program might consider doing so as well.

### UCLAN CYPRUS RESPONSE

“The responsiveness of staff to students’ needs should be balanced with a clear mission to increase students’ personal growth in autonomy and self-efficacy. Higher Education Institutions need to prepare students for a competitive job market and a future professional life that will inevitably be filled with setbacks and disappointments. This aspect could receive more explicit attention in the program.”

We agree and acknowledge the importance of students’ personal growth in autonomy and self-efficacy within the programme. This is actually one of our aims, which is embedded throughout our programme and it becomes more and more evident as students progress through their studies. For each 10 ECTS module within the programme, students have approximately (depending on the module and its level) 52-60 direct contact hours (e.g. lectures, lab sessions, workshops) and 190-198 hours of guided independent study, for a total of 250 learning hours. As it can be deduced by the hour distribution, there are a lot of hours focusing on students’ independent learning, which include activities such as reading material, working on assessments, investigating topics beyond the ones covered during direct contact hours, searching and identifying resources related to specific topics, etc. Academics are careful to not “over guide” or “over support” the students during their guided independent learning hours, but at the same time, they provide the necessary guidance and support so that students are able to independently complete their learning activities. In general, for guided independent learning activities (e.g. researching of a topic, coursework, report writing) academics provide students with instructions on what they need to accomplish through the learning activity and students have the opportunity to ask any specific questions they may have during the academics’ office hours. After building their independent skills students have an opportunity to demonstrate them and actually be assessed on them, during their final year through their Psychology Project module (PS3900). PS3900 is a 20 ECTS module which includes only 25 direct contact hours (supervision) and 475 hours of independent study, which includes background reading and research; research design; writing a proposal; preparing ethics submission; collecting and analysing data; interpreting data; writing up findings in project format; amending drafts based on feedback from supervisor.

In addition to the aforementioned planned independent learning, the programme is designed to also develop students’ transferable skills (e.g. critical thinking, communication, presentation, time management, etc.), which can indirectly contribute to their personal growth and autonomy, and which can enable graduates not only to be effective employees, but to also be effective members of the communities in which



they live. Such skills cultivated within the programme include (as they are indicated in the programme's CYQAA application for evaluation):

#### Thinking Skills

C1. Information retrieval, organisation and analysis.

C2. Critical reading and analysis of the published literature, leading to effective communication as demonstrated by the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

C3. Interpretation and application of psychological theories, concepts and evidence to the understanding of behaviour and functioning.

C4. Application of problem-solving approaches.

thinking skills

#### Other Skills Relevant to Employability and Personal Development

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.

D2. Reflect on their own personal development.

D3. Organise themselves and their work and be able to sustain their efforts to complete project work.

D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.

D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.

D6. Work independently.

D7. Show effectiveness in skills related to employability.

D8. Work as part of a team.

A mapping of these skills to specific programme modules aiming to develop them is provided in Appendix I.

“The ECC had problems in getting a clear picture of the amount of practical training in the programme. The committee was left with the impression that major aspects of practical training, such as use of psychophysiological measures, interviewing methods, and assessment methods do not receive enough attention in the curriculum.”

“In many European institutions of higher education practical training begins with providing ample opportunity for skill development accompanying more technical classes. For instance, training in quantitative methods and statistics is usually arranged with associated practical classes in which increasingly complex data-analytic challenges are addressed. Similarly, learning success in psychological assessment-related classes is often stronger, if applied sections, exercises, and personal experiences are embedded into the instruction. Many European B.Sc. Psychology programs require students to deliver course credit during which students experience situations akin to what future participants, customers, and patients often experience. Students are also often asked to proctor tests, to score them, and to deliver feedback to participants, customers, or patients. Similarly, most programs include interview training. Hopefully, some of these examples are inspiring for the current program as well.”

“Practical training obviously can also refer to opportunities for students to sit in or to try out laboratory-type activities. For instance, in many departments of psychology across Europe, the obligatory courses include lab sessions in which students learn essential practical aspects, neuro-anatomy, hormone analysis, recording an EEG, applying TMS, analysing (f)MRI data. Similarly, practical training often includes applied programming, for example for computer administrated experiments or surveys, for advanced data analysis. Obviously, some of this training might be situated within master degrees – but clearly many if not most competitive institutions chose to integrate a substantial practical training part into their B.Sc. degrees. The current program might consider doing so as well.”

We thank the EEC for the comments and agree that technical and practical classes are important for students’ knowledge and skill development, but we were surprised to see that the EEC rated the programme as non-compliant with regards to practical training, as the programme is designed with a strong practical aim and hands-on experience for the students. For example, the modules PS1010 (Methods and Practice of Psychological Inquiry) and PS2010 (Psychological Research 1: Design and Quantitative Methods), which primarily focus on quantitative methods and statistics, include one hour of practical session/training (laboratory session) for each hour of lecture. This is above the average of many similar programmes in Cyprus and across Europe. The practical sessions allow students to apply the theory they learned during the lecture under the guidance of the instructor as well as allow them to answer any questions that may arise after attempting to apply the theory into practice. Each week’s practical session is connected to the week’s lecture (the practical session follows the lecture session). Similarly, PS1720 (Understanding Behaviour) and PS2015 (Psychological Research 2: Qualitative Methods) include half an hour practical session for each hour and a half of lecture.

Beyond the technical sessions and workshops that are part of the programme, students have many opportunities to practice clinical, interview, observational and interventional skills in a series of practical modules that include seminar type learning, such as PS3081 (Application of Clinical Psychology Practice, Clinical Research, Service Delivery), PS3085 (Cognitive Behaviour Assessment and Treatment Planning in Clinical Psychology) and PS2360 (Clinical Psychology). Moreover, many assessment activities in the aforementioned modules include the development of practical exercises, which would simile those of real-life practice (e.g. development of behavioural observation assessment, development of treatment plans, development of formulation for case study vignettes). Illustratively, all the aforementioned modules include role-plays of assessment and interventional skills, while a good practical example would be PS2360 which includes a behavioural change experiment in which the student chooses a personal unwanted habit and follows behavioural principles to elicit a personal change (COM-B model, Mitchie et al., 2014). Also, PS3051 (Advanced Developmental Psychopathology) includes topics on psychological assessment. Specifically, the module covers topics related to cognitive assessment and actual demonstration and experimentation of psychometric test application.

Students have also the opportunity to participate in research studies as participants, in the context of the PS1040 module and the new module of PS1045 that we have added, getting the valuable experience of being a participant in psychological studies. This experience can inform their understanding and practice in developing later their own instruments and experiments. In particular, in the context of each of these modules students have to participate in psychological research using the SONA participation system, that is a system we have at UCLan where students and faculty are used to recruit UCLan students as participants

to their studies. Students have to gain a minimum of 10 SONA points (around 2.5-5 hours depending on whether they complete online or face-to-face studies) for each module, a total of 20 SONA points (around of 5-10 hours participation in research studies). In addition, students have to complete a written reflection on participation in psychological studies. Students have the alternative to complete a 2000-word essay on the ethics of research in psychology.

With regards to the use of psychophysiological measures and aspects, such as neuro-anatomy, hormone analysis, recording an EEG, applying TMS, analysing (f)MRI data, the students have access to the Cognition and Development Psychology Lab, which is equipped with indicators of autonomic nervous system (Heart rate and skin conductance) for psychophysiological recording. Our mutual collaboration with the University of Cyprus as well as social partners (e.g. Cyprus Transcranial Magnetic Stimulation Center (rTMS Cyprus)) provides students with the opportunity to work on research projects with high-density EEG/ERP recording systems and rTMS. Additionally, students have the opportunity to visit the Ayios Therisos MRI Diagnostic Center in Nicosia to learn about diagnostic imaging like MRI and CT Scans.

Furthermore, students have the opportunity through the PS3070 (Psychology Placement module) module to get practical experience in a professional organisation, which offers counselling, charitable, and business services related to psychology. During their placement, students can obtain knowledge of a variety of assessment methods (e.g. interview practices, administration of standardised questionnaires, procedures that a psychologist should follow, etc.). The programme has collaborations with many organisations (e.g. clinics, charities, counselling centres, research labs and other organisations) to support students further gaining real-world experience. Below is a list of some of the organisations we have an official collaboration (MoU) for students' placements:

- Cyprus Red Cross
- Young Gamblers Education Trust (YGAM), London
- The Cyprus Association of Cancer Patients and Friends (PASYKAF)
- Larnaca Antidrug Association (Αντιναρκωτικό Συμβούλιο Λάρνακας)
- PASYKAF (CY Association of Cancer Patients & Friends)
- Counselling Centre Kimonas & Centre of Prevention Mesogeios
- Veresies Clinic
- Public Schools through collaborations with the EpiDRASI program
- Hope for Children (HFC)
- Caritas Cyprus
- SPAVO (Association for the Prevention and Handling of Violence in the Family)
- InSPIRE Research Centre

Of course, students can have their placement in any other organisation of their choice, and they are not limited to only the organisations with which the programme has an MoU.

It is worth noting that in the efforts of UCLan Cyprus to increase its engagement with businesses, it participates in the European Social Funds (ESF) project University Labour Market Liaison Offices, also known as 2BeConnected. The aim of the 2BeConnected project is to facilitate university students' placements in

businesses and organisations in Cyprus, with the purpose to enhance student skills, understand the requirements of the market and increase student employability.

Additionally, the University participates in the Erasmus+ programme, which funds short-term internship mobilities for our students. Already many of our students have taken advantage of this opportunity.

We would like to conclude our response for the practical components of our programme with one of the commendations the programme received during its latest accreditation by the British Psychological Society (BPS) (note: the programme is accredited by the BPS, the representative body for psychologists and psychology in the UK): *“The programme incorporates a range of exciting research and placement opportunities for students, enabling them to experience a range of ‘real world’ psychological research and practice first-hand. This broadens students’ horizons and helps inform their future choices in terms of their own research projects and career aspirations.”*

### 3. Teaching staff

(ESG 1.5)

#### EEC REPORT

##### Findings

##### 3.1. Teaching staff recruitment and development

Standard criteria for full academic employment are being PhD qualified and research active. All teaching staff members attend Teaching Toolkit training and mentoring in order to achieve Fellowship of the UK Higher Education Academy.

##### 3.2. Teaching staff number and status

The permanent teaching staff consists of four full-time faculty, all of whom are PhD qualified: one associate professor (Dr. Iordanou, also Course Leader) and three lecturers (Dr. Nikiforou, Dr. Psalta, Dr. Christodoulou). The majority of core courses are delivered by these permanent faculty members, employed on a full-time basis. Depending on the educational needs, an annual procedure makes it possible to expand the team with additional qualified staff and practitioners in certain specialized topics (i.e., special teaching staff and special scientists).

##### 3.3. Synergies of teaching and research

Overall, the permanent teaching staff is still quite junior, with the exception of Dr. Iordanou, who obtained her PhD degree in 2008. The scientific productivity of the permanent staff is fairly limited and does not compare to international standards (e.g. in terms of number of publications, citations, h-index,...). As the very small team delivers a broad range of courses in several subdisciplines of psychology, staff members teach within disciplines not directly related to their research expertise. Given the small number of students in the program, it may also be difficult to operate a research lab on a continual basis.

##### Strengths

Teaching staff is very committed and demonstrates ownership.

Permanent staff retention is very good.

#### Areas of improvement and recommendations

There is limited staff exchange with UCLan-UK or other international universities; it would be good to actively invest in recruiting recognized visiting senior academic staff that can participate in teaching and setting up research labs.

There is a low number of permanent staff members with most of them having a junior status. Also, the number of temporary and part-time teaching staff members is too high. To the EEC, this seems insufficient to guarantee the quality and innovativeness of the program.

The teaching staff lacks diversity in different respects (academic background, expertise, country of origin, gender,...). The EEC encourages the program management to recruit a more diverse academic staff.

The scientific productivity of the staff is limited (which may in part be due to difficult circumstances for research).

Staff publications are not always within the discipline of teaching.

In theory, procedures for the allocation of teaching hours are conceived as to safeguard time for research activity (e.g., decrease number of teaching hours for staff in administrative functions; allowing faculty with successful research bids to use research funds for buying out teaching time), but in practice research time seems insufficient to leave enough room for building a successful research career (as evidenced by the limited scientific productivity).

Ultimately the EEC adheres to the view that the unity of research and teaching is a key to sustainably successful departments. From this perspective, it seems recommendable that adjust courses to match their research expertise and accomplish alignment with mainstream continental programs of B.Sc. psychology. In the long run, these adjustments have the potential to foster incoming and outgoing student mobility, research affine students, and development of a recognizable research portfolio.

#### **UCLAN CYPRUS RESPONSE**

“There is limited staff exchange with UCLan-UK or other international universities; it would be good to actively invest in recruiting recognized visiting senior academic staff that can participate in teaching and setting up research labs.”

We agree with the EEC and acknowledge the importance of international collaborations, especially in the context of staff exchange. The programme currently has several collaborations with international

universities and other organisations within the context of the Erasmus+ programme and beyond. The School of Sciences and the University are very supportive of staff exchanges and they continuously encourage academics to participate in such opportunities and also invite renowned academics from other universities either for visiting professor positions or guest lectures within their programme. Furthermore, academics have opportunities for short-term and longer-term research visits through the many funded projects they are engaged with as well as through the Erasmus+ programme, which funds short-term teaching and internship mobilities to other partner institutions.

In the last few years, a number of the BSc (Hons) Psychology programme academics have participated in staff exchanges with other universities. For example, in 2017, Dr. Kalypso Iordanou served as a visiting Faculty member in the department of Psychology at the Columbia University in the USA, after receiving a Fulbright Fellowship. Also, in 2019, Dr. Militsa Nikiforou visited the University of Orebro, where she also had a training on Exacon. Dr. Nikiforou also visited the Young Gamers & Gamblers Education Trust (YGAM) organisation in London, in 2019, where she received training on Gambling addiction. Furthermore, in 2017, Dr. Lilia Psalta visited BEE Medic GmbH in Germany, where she received training in Clinical Neurofeedback. Also, in February 2021 she was approved for an additional training in QEEG & ERP Intro Course in Germany. The training will take place in December 2021.

With regards to staff exchanges with UCLan UK, this a practice already in place, since the first year of the programme's operation. Almost every year (with the exception of 2019-20 and 2020-21 due to covid pandemic restrictions), we have academics from UCLan UK visiting UCLan Cyprus, primarily for the delivering of modules and research collaborations.

Finally, the School is very supportive for the appointment of recognised visiting senior academic staff to the programme. In fact, the School has very recently engaged two very accomplished Visiting Professors in the area of Psychology, Professor Leam Anthony Graig and Prof Georgios Alevizopoulos. Their profiles in the CYQAA format are provided in Appendix I.

Additionally, during each academic year, there are many guest lectures, seminars and workshops organised for our students, all delivered by external visitors (academics and practitioners). A list with some visitors from the last few years is provided below:

#### Academics

- Dr. Olga Themeli, University of Crete, Department of Psychology (Associate Professor; Criminological Psychology)
- Dr George Spanoudis, University of Cyprus, Department of Psychology (Professor; Cognitive Development, Intelligence and Language Disorders)
- Dr Timotheos Papadopoulos, University of Cyprus, Department of Psychology (Professor; Neurodevelopmental Disorders and their Treatment)
- Dr Panayiotis Stavriniades, University of Cyprus, Department of Psychology (Associate Professor; Educational Psychology).
- Dr Marios Avraamides, University of Cyprus, Department of Psychology (Associate Professor; Cognitive Psychology).

#### Practitioners

- Dr Yianna Armosti. FPP Ltd. Expertise in Assessment of parents and children in the context of Child Protection Proceedings

- Dr George Mikelides. Consultant Psychiatrist
- Dr. Savvas Neokleous, President of the Committee for the Supervision and Protection of the Rights of the Mentally Ill Patients and President of the Cyprus Psychiatric Society
- Dr Pavlina Antoniou. Team Leader of Psychological Service at CEA. Counselling Psychologist.
- Dr. Louiza Veresie, Mesogeios, Counselling Psychiatrist
- Dr Nektarios Alexi. Clinical Psychologist in Australia
- Dr Fani Papayianni, University of Cyprus, Department of Psychology (Counselling Psychologist)
- Dr Agathi Valanidou, Psychiatrist (Assistant Director of the Cyprus Mental Health Services)
- Dr Marilena Kyriakidou, Forensic Psychologist, Research Fellow at Coventry University.
- Dr Spyroulla Spyrou, Clinical Psychologist
- Dr Vasilis Chrystodoulou, Psychotherapist
- Andrea Stylianou, Clinical Psychologist. Nourslear Psychological Consulting. Expertise in Mental retardation.
- Nikos Papadopoulos, Psychosocial Support Officer for Red Cross
- Nicola Smith. President of FDi (Freedom Dolls Initiative). Expertise on Human Trafficking and Trafficked Victims.
- Yiota Zingirlis, trained in assessments of risk, neuropsychological functioning, personality and psychopathy
- Lee Willows, CEO of YGam. Expertise in Gambling additions and responsible gambling

“There is a low number of permanent staff members with most of them having a junior status. Also, the number of temporary and part-time teaching staff members is too high. To the EEC, this seems insufficient to guarantee the quality and innovativeness of the program.”

Although we respect the opinion of the EEC, we consider it surprisingly that the programme’s academic team was rated as Non-Compliant. In what follows (throughout all of the responses in the rest of this section), we demonstrate the high quality of our academic members of staff.

With regards to the EEC’s specific comment, according to the Cyprus QAA proposed Regulation 31.(10) of 2019 as well as the British Psychological Society (BPS) standards, the number of permanent academic staff allocated to the programme is adequate for the support and safeguarding of the programme’s quality. Currently, the programme employs four full time academics with expertise in Psychology (all hold a PhD and they are research active) and three Associate Lecturers (two of whom hold a PhD degree). At least 70% of the programme is delivered by permanent full time academic members of staff who hold a PhD degree. Moreover, the programme has a very good staff to student ratio, something that was also noted by the EEC, “Overall, the learning arrangements seemed to strongly accommodate students and that – adequately – the favourable student/faculty ratio is capitalized upon by allowing for seemingly personal supervision, including elaborated feedback on learning progress.” (page 14 of the EEC report). The School (and the programme) is committed to continue this good practice. It should be noted that academic resources are reviewed at the School and programme level every year and necessary provisions/budgets are requested for the hiring of new academic staff as necessary. As the programme grows in terms of student numbers, the School will

respond accordingly and consider the need of additional programme resources, including the hiring of additional full-time faculty.

Moreover, it should be emphasised that all permanent members of academic staff are research active with many publications in high impact factor peer reviewed journals. More information about the research productivity of the academics can be found in our later response in this section (pages 27-36).

“The teaching staff lacks diversity in different respects (academic background, expertise, country of origin, gender,...). The EEC encourages the program management to recruit a more diverse academic staff.”

Although we respect the EEC’s view and comment that the teaching staff lacks diversity in terms of academic background and expertise, we disagree with this observation. As demonstrated in Table 1 below, the programme’s academic staff has diversity in different respects: academic background, expertise, country of completion of PhD studies. At the same time, we agree with the EEC that the team lacks diversity in terms of gender and country of origin, but this is beyond the team’s or management’s control, as we hire the best qualified candidates for our academic positions. Unfortunately, applications received for the programme’s academic positions were predominantly from female and Cypriot candidates. This is an issue the team and the University’s HR Director are aware of and efforts have been made to diversify recruitment (e.g. advertise positions in international recruitment platforms and professional networks such as EURAXESS, EURES, Jobs UK, kariera.gr, etc).

**Table 1.** Academic Background, Country of Completion of PhD studies and Research Interest of BSc (Hons) Psychology academic staff

	<b>Academic background</b>	<b>Country of completion of PhD studies</b>	<b>Research Expertise/Interest</b>
Kalypso Iordanou	Ph.D. in Psychology M. Phil. M.Ed. BSc Education	USA (Columbia University)	Specialisation: Argumentation & Epistemic Beliefs  Research Interests: Argumentation skills; Epistemic Cognition; Using technologies to support reasoning & belief change; Ethics in Research (RRI)
Militsa Nikiforou	Ph.D. in Psychology M.Sc. Cognitive, Developmental and Educational Psychology	Cyprus (University of Cyprus)	Specialisation: Developmental and Educational Psychology  Research Interests: Bullying and victimization; cyberbullying; parental style; sources



	B.A. Educational Sciences		of parental knowledge; parents' and peers' quality of attachment
Vasiliki Christodoulou	Professional Doctorate in Counselling Psychology  MA in Evidence-Based Psychological Treatment (Cognitive Behavioural Psychotherapy)  Master of Science in Foundations of Clinical Psychology  Bachelor's in Psychology	UK (City University)	Specialisation: Acceptance and Commitment Therapy  Research Interests: Acceptance and Commitment Therapy as a preventative and remedial intervention; role of ethnic prejudice and its relationship to personal values and motivations; role of mindfulness in promoting psychological wellbeing and physical health; development of mindfulness-based interventions for anger and delinquency; thematic analysis examining media, societal and professionals' perspectives on psycho-legal matters (e.g. crime portrayals, professional burnout).
Lilia Psalta	PhD Cognitive Neuroscience  MSc Cognitive Neuroscience  MSc Counselling Psychology  B.A Psychology	UK (University of York)	Specialisation: Cognitive Neuroscience; Forensic Psychology  Research Interests: Brain mechanisms underlying the perception of faces. The neural and behavioural basis of Lip Reading. Perception of emotional signals from faces and bodies. Configural and Featural processing of faces and bodies. Emotional Contamination; Cybercrime; Resilience; Internet Offending; Implicit and Explicit evaluation of Sexual Aggression; Cognitive distortions; Emotion Regulation; Internet Addiction.
Stella Tsigka	PhD in Cognitive and Brain Sciences  MSc in Clinical Linguistics	Italy (University of Trento)	Specialisation: Cognitive Neuroscience, Psycholinguistics and Neurolinguistics.  Research Interests:

	MA in Linguistics Honours Bachelor of Science in		Learning difficulties, Aphasiology, Development of technological tools for the diagnosis and treatment of language dysfunctions Mapping of linguistic functions in the brain with neuroimaging tools
Dina Themistocleous	PhD in Occupational Health Psychology  BSc (Hons) Psychology	UK (University of Bath)	Specialisation: Occupational Health Psychology (Research Methods/Health Psychology/Statistics)  Research Interests: Occupational Health Psychology (Research Methods/Health Psychology/Statistics) Occupational Health Psychology; Stress and Resilience at Work; Health Psychology; Resilience in Children; Child Development
Costas Antoniou	PhD Candidate (UCLan)  Master's in Education Sciences - Educational Leadership and Administration  Bachelor of Science (with Honours) Criminological and Forensic Psychology	UK (UCLan, PhD Candidate)	Specialisation: Criminal Psychology, Forensic Psychology  Research Interests: Corruption in Law Enforcement Units; Interviewing Suspects; Detecting Deception; Organized Crime; Terrorism; Prison Education

"The scientific productivity of the staff is limited (which may in part be due to difficult circumstances for research)."

"Staff publications are not always within the discipline of teaching."

"In theory, procedures for the allocation of teaching hours are conceived as to safeguard time for research activity (e.g., decrease number of teaching hours for staff in administrative functions; allowing faculty with successful research bids to use research funds for buying out teaching time), but in practice research time seems insufficient to leave enough room for building a successful research career (as evidenced by the limited scientific productivity)."

Research is at the core of the School's and the University's strategy and we consider it vital for our academics to be productive in research. To ensure and support this, the School (and the University) operates an academic workload model, which, as it was observed and noted by the EEC, follows an interactive process of defining the academics' yearly workload and considers each academic's individual plans. As a result, the workload model provides the necessary foundations and processes to be able to adjust the distribution of academics' time between teaching, research and administrative duties. In summary, the workload model is prepared by all academics before the commencement of the academic year, and it is reviewed and discussed with the Head of School. The standard target distribution of the academics' workload hours is 40% teaching, 40% research and 20% administration, but during the annual review, other adjustments can be made according to the academic's research output and engagement. The workload model considers several aspects of the responsibilities of the academics on the aforementioned three areas, along with the time allocated to each. As a result, once the model is prepared, academics who are above the allocated 40% research active, can request a teaching reduction and increase in research allocation hours. It is the responsibility of the academic and the Head of School to ensure during the annual review meeting that academics are allocated the needed time to conduct research and be productive in this area. The workload model has been in operation for the last 6 years and it has proven very effective in assisting the School and the academics to keep a good balance between research, teaching and administrative work. It is a process we consider important for the sustainability and strengthening of our research environment, as well as for ensuring that teaching material is enhanced with the latest research developments, and as such, we are committed in continuing.

**Table 2** shows the standard weekly teaching hours per academic staff member for the programme. As it can be seen, the academic staff's standard teaching workload ranges between 8 to 10 hours per week, which is fully aligned with the CyQAA regulations and it is comparable with the teaching workload in other universities in Cyprus and abroad. It is also worth mentioning that each student cohort consists of 10-15 students, therefore the teaching related workload (e.g. marking, student support, student feedback, etc.) for our academics is lower than those of other comparable programmes with higher number of students.

Table 2. Weekly teaching hours per staff member in the BSc (Hons) Psychology programme.

A/A	Name and Surname	Qualifications	Rank*	FT/PT**	Total periods /week
1.	Kalypso Iordanou	PhD in Educational Psychology MA in Philosophy M.Ed in Education, Cognitive, Behavioral, and Developmental Analysis BEd in Educational Sciences	Assoc. P	FT	8
2.	Militsa Nikiforou	PhD in Psychology MA in Cognitive, Developmental and Educational Psychology, University of Cyprus, Cyprus BA in Educational Sciences	L	FT	10
3.	Lilia Psalta	PhD Cognitive Neuroscience MSc Cognitive Neuroscience MSc Counseling Studies BSc Psychology	L	FT	9
4.	Vasiliki Christoforou	Professional Doctorate in Counselling Psychology Post-graduate diploma (MA) in Evidence-Based Psychological Treatment Master of Science in Foundations of Clinical Psychology University Degree (Pthion)	L	FT	9

With regards to the academic's scientific productivity, all full-time academics of the BSc (Hons) Psychology programme are research active, and many have successfully received external research funding from international, national and internal funding sources and/or participated in international research projects. A list of successful externally funded research projects with corresponding BSc Psychology faculty members is presented in **Table 3**. Additionally, all academics have ongoing high-quality publications in their field of expertise. A list of publications for each academic is available on the university's website ([www.uclancyprus.ac.cy](http://www.uclancyprus.ac.cy)).

Table 3. Funding secured by BSc Psychology academics

Project Details (Title, Duration, Funding Authority, Total Amount (UCLan Cyprus Amount))	BSc Psychology Academics Involved
<i>International Funding</i>	

COMPASS. 2016 - 2019. EU Horizon 2020. €1,5M (€157K).	K. Iordanou (Researcher, WP Leader)
CSRC. 2017-18. EU Horizon 2020 (Teaming Phase I). €400K (€5K).	K. Iordanou (Local PI)
SHERPA. 2018 – 2021. EU Horizon 2020. €2,8M (€330K).	K. Iordanou (Researcher, WP Leader)
Fulbright. 2017. United States Department of State Bureau of Educational and Cultural Affairs. ~\$15K.	K. Iordanou (PI)
CASP Alumni Grants. 2014. United States Department of State Bureau of Educational and Cultural Affairs. \$5K.	K. Iordanou (PI)
Mindfulness interventions for employee wellbeing. 2011-2013. Guy's & St Thomas' Charity. £150K	V. Christodoulou (PI)
<b>National Funding</b>	
Developing a Web Based Learning Environment for Supporting Students' Argumentation Skills and Reducing Prejudice. 2020. Research & Innovation Foundation Excellence Hubs: ARE-PRED. €150K (€150K).	K. Iordanou (PI)
Developing Argument skills & Epistemic Cognition in different domains. 2016-2019. Research & Innovation Foundation, Coultoura. €35K (€35K).	K. Iordanou (PI)
Building a healthy future: Learning to control my behaviour. 2018-2019. PIN programme by Youth Board of Cyprus and the National Betting Authority €12K (€12K).	M. Nikiforou (PI)
Intelligent Data Exploration and Adaptive Meaningful Visualization, IDEALVis. 2019 – 2021). RIF Cyprus €250K (€195K).	L. Psalta (Researcher, WP leader)
EpiDRASI Development of school-based resilience building groups for adolescents based on Acceptance and Commitment Therapy. 2020 & 2021. Antidrug Authority of Cyprus. €50K (50K).	V. Chirstodoulou (PI)

EpiDRASI - Zois One-to-one counselling intervention for at risk adolescents & family support. 2021-2022). Antidrug Authority of Cyprus €40K (€40K).	V. Chirstodoulou (PI) L. Psalta (Researcher)
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With regards to the EEC’s comment that academic’s research output is not within their discipline of teaching, **Table 4** shows a sample of the publications of academics along with related modules they are delivering, demonstrating the alignment between research publications and teaching.

Moreover, as it can be seen from this sample list (as well as the academics’ profile available on our website), the programme’s academics are publishing their work in high-impact, top psychological journals and with overall high scientific productivity, comparable with staff members at the same level in other European Universities. For example, Dr. Kalypso Iordanou (Associate Professor) has 17 publications since 2019, most of which (n = 10) are first authored publications, including high impact factor journals, such as Learning & Instruction (IF: 3.323), Journal of Research in Science Teaching (IF: 3.870) and Metacognition & Learning (IF: 2.690). Dr. Iordanou has an h-index factor 12 (Google Scholar), which is again comparable with academics of equivalent rank, at the international level. Dr. Iordanou has also received the Young Researcher award in 2015 (an Assistant Professor at the time) by the Research and Innovation Foundation for her research work, which is awarded to one academic every year, across all universities in Cyprus. Similarly, Dr. Lilia Psalta and Dr. Militsa Nikiforou (Lecturers) published their work in peer-reviewed, high impact factor journals, such as the Psychological Science (IF: 5.367), Journal of Vision (IF: 2.145), European Journal of Developmental Psychology (IF: 2.07), Journal of Adolescence (IF: 2.35), and Journal of Social and Personal Relationships (IF: 2.35). Even if we consider recently appointed early career academics of the programme, such as Dr Vasiliki Christodoulou, who joined the academic team of the programme in 2018 coming from a professional/practitioner background (Counselling Psychologist, Mental Health Services, Ministry of Health, Cyprus (06/2013 – 10/2018)), it is evident that our academics are committed and productive in research. Within her first 2 years as an academic, Dr. Christodoulou published 2 journal papers (Journal of College Counseling and The Qualitative Report Journal) and 1 book chapter (in E. Papaleontiou–Louka, Psychological health of child and adolescent (2nd edition)), and she is successfully leading 2 externally funded projects with high impact in the local society. The above examples, provide evidence that the research environment at the School is sufficiently supported and that our implementation of the academic workload model is effective.

Of course, the School is committed to continue supporting and strengthening its research environment and provide further opportunities for the academics to conduct research.

Table 4. Sample of BSc Psychology academics’ research publications (in relation to their allocated modules).

Academic	Sample Academic Publications	Modules Delivered
Kalypso Iordanou	1. <b>Iordanou, K., &amp; Rapanta, C. (2021). “Argue with me”:</b> A method for developing	PS3050: Educational Psychology

	<p>argument skills. <i>Frontiers in Psychology</i>. (Impact Factor: 2.067)</p> <p>2. Christodoulou, E., &amp; <b>Iordanou, K.</b> (accepted). Democracy under attack: Challenges of addressing ethical issues of AI and Big Data for more democratic digital media and societies". <i>Frontiers in Political Science</i> (Impact Factor: Not yet available)</p> <p>3. Hendriks, F., Mayweg-Paus, E., Felton, M., <b>Iordanou, K.</b>, Jucks, R., &amp; Zimmermann, M. (2020). "Constraints and Affordances of Online Engagement With Scientific Information—A Literature Review". <i>Frontiers in Psychology, 11</i>, 3458. (Impact Factor: 2.067)</p> <p>4. Kuhn, D. &amp; <b>Iordanou, K.</b> (in press). Epistemology as a Core Dimension of Cognitive Development. In D. Dunning &amp; N. Ballantyne. <i>Reason, Bias, and Inquiry: New Perspectives from the Crossroads of Epistemology and Psychology</i>. Oxford University Press</p> <p>5. <b>Iordanou, K.</b>, (2021). Supporting Critical Thinking Through Engagement in Dialogic Argumentation: Taking Multiple Considerations into Account when Reasoning about Genetically Modified Food. In M, Jimenez-Aleixandre, B., Puig Mauriz. (2021). <i>Critical Thinking in Biology &amp; Environmental Education</i>. Springer.</p> <p>6. Baytelman, A., <b>Iordanou, K.</b>, &amp; Constantinou, P. C. (2021). Prior knowledge, epistemic beliefs and socio-scientific topic context as predictors of the diversity of arguments on socio-scientific issues. In M., Grace, &amp; K.,</p>	<p>PS2020: Social &amp; Developmental Psychology</p> <p>PS1040: Current Topics in Psychology          P1045: Current Topics in Psychology II</p> <p>PS2020: Social and Developmental Psychology</p> <p>PS3050: Educational Psychology</p> <p>PS3050: Educational Psychology          PS1040: Current Topics in Psychology</p>
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	<p>Korfiatis, (Eds.). ERIDOB2020 Selected Papers Book. Springer</p> <p>7. <b>Iordanou, K.</b> &amp; Kuhn, D. (2020). Contemplating the Opposition: Does a Personal Touch Matter? <i>Discourse Processes</i>. 57(4), 343-359. DOI:10.1080/0163853X.2019.1701918 (Impact Factor: 1.612)</p> <p>8. <b>Iordanou, K.</b>, Kendeou, P., &amp; Zembylas, M. (2020). Examining my-side bias during and after reading controversial historical accounts. <i>Metacognition and Learning</i>, 15(3), 319-342. (Impact Factor: 2.690)</p> <p>9. <b>Iordanou, K.</b> (2019). Success factors and barriers for mainstreaming Responsible Research and Innovation. Deliverable of the COMPASS project. <a href="https://innovation-compass.eu/wp-content/uploads/2017/09/Deliverable-1.2-Interviews-synthesis-report.pdf">https://innovation-compass.eu/wp-content/uploads/2017/09/Deliverable-1.2-Interviews-synthesis-report.pdf</a></p> <p>10. <b>Iordanou, K.</b>, Christodoulou, E., &amp; Antoniou, J.. (2020a). <i>D2.2 Report of interview analysis</i> (Version 2). De Montfort University. <a href="https://doi.org/10.21253/DMU.13168265.v2">https://doi.org/10.21253/DMU.13168265.v2</a> ([])</p> <p>11. <b>Iordanou, Kalypso</b>; Christodoulou, Eleni; Antoniou, Josephina (2020b): D4.2 Evaluation Report. De Montfort University. Online resource. <a href="https://doi.org/10.21253/DMU.12917717.v2">https://doi.org/10.21253/DMU.12917717.v2</a></p>	<p>PS2020: Social and Developmental Psychology</p> <p>PS2020: Social &amp; Developmental Psychology</p> <p>PS1720: Understanding Behaviour (Ethics, RRI)</p> <p>PS1720: Understanding Behaviour (Ethics, RRI)</p> <p>PS2020: Social &amp; Developmental Psychology</p> <p>PS1720: Understanding Behaviour (Ethics, RRI)</p> <p>PS2020: Social and Developmental Psychology</p>
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	<p>12. Baytelman, A., <b>Iordanou, K.</b>, &amp; Constantinou, C. (2020). Epistemic beliefs and prior knowledge as predictors of the construction of different types of arguments on socio-scientific issues. <i>Journal of Research in Science Teaching</i>, 57(8), 1199-1227. (Impact Factor: 3.87)</p> <p>13. Lytzerinou, E., &amp; <b>Iordanou, K.</b> (2020). Teachers' ability to construct arguments, but not their perceived self-efficacy of teaching, predicts their ability to evaluate arguments. <i>International Journal of Science Education</i>, 42(4), 617-634. (Impact Factor: 1.485)</p> <p>14. <b>Iordanou, K.</b>, Kuhn, D., Flora Matos, Yuchen Shi, &amp; Laura Hemberger. (2019). Learning by Arguing. <i>Learning and Instruction</i>. 63, 101-207. (Impact Factor: 3.323)</p> <p>15. Ioannou, K., &amp; <b>Iordanou, K.</b> (2019). Elementary school students' epistemic perspective and learning strategies in history. <i>Learning: Research and Practice</i>, 1-17. (Impact Factor: Not yet available)</p> <p>16. <b>Iordanou, K.</b> (2019). Involving Patients in Research? Responsible research and innovation in European Healthcare SMEs. <i>Cambridge Quarterly of Healthcare Ethics</i>, 28(1), 144-152. (Impact Factor: 1.206)</p> <p>17. <b>Iordanou, K.</b>, Muis, K. R., &amp; Kendeou, P. (2019). Epistemic perspective and online epistemic processing of evidence: Developmental and domain differences. <i>The Journal of Experimental Education</i>, 87(4), 531-551. (Impact Factor: 2.662)</p>	<p>PS3050: Educational Psychology</p> <p>PS1040: Current Topics in Psychology</p> <p>PS2020: Social &amp; Developmental Psychology</p> <p>PS3050: Educational Psychology</p> <p>PS3050: Educational Psychology</p> <p>PS3050: Educational Psychology</p> <p>PS1720: Understanding Behaviour (Ethics, RRI)</p> <p>PS1040: Current Topics in Psychology (Ethics)</p> <p>PS2020: Social &amp; Developmental Psychology</p> <p>PS1040: Current Topics in Psychology</p>
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<p>Militsa Nikiforou</p>	<p>Charalampous, K., Georgiou, S., Demetriou, C, Tricha, L., <b>Nikiforou, M.</b>, &amp; Stavrinides, P. (2020). Comparing short-term growth in traditional and cyber forms of bullying in early and mid-adolescent students. <i>European Journal of Developmental Psychology</i>, 1-17.  <i>Impact Factor: 2.06</i></p> <p>Charalambous, K., Demetriou, C., Tricha, L, Ioannou, M., Georgiou, S., <b>Nikiforou, M.</b>, &amp; Stavrinides, P. (2018). The effect of parental style on bullying and cyber bullying behaviors and the mediating role of peer attachment relationships: A longitudinal study. <i>Journal of Adolescence</i>, 64, 109-123.  <i>Impact Factor: 2.35</i></p> <p>Stavrinides, P., <b>Nikiforou, M.</b>, &amp; Georgiou, S. (2015). Do mothers know? Longitudinal associations between parental knowledge, bullying, and victimization. <i>Journal of Social and Personal Relationships</i>, 32(2), 180-196.  <i>Impact factor: 2.35</i></p> <p>Georgiou, S., Stavrinides, P., &amp; <b>Nikiforou M.</b> (2015). Bullying and victimization in Cyprus: The role of social pedagogy. <i>International Journal of Social Pedagogy. Special issue on Social Pedagogy in Times of Crisis in Greece</i>, 4 (1), 43-54.</p> <p>Stavrinides, P., &amp; <b>Nikiforou, M.</b> (2016). Bullying and victimization among 4 to 8 year olds: temperamental, parental, and systemic correlates. <i>Contemporary Perspectives in Early Childhood Education</i>. Information Age Publishing.</p>	<p>PS1020: Introduction to Social and Developmental Psychology</p> <p>PS1710: Historical Foundations of Psychology</p> <p>PS1020: Introduction to Social and Developmental Psychology</p> <p>PS3051: Advanced Developmental Psychopathology</p> <p>PS3015: Crime, Impacts and Consequences</p> <p>PS2800: Forensic Psychology</p> <p>PS2040: Individual Differences</p> <p>PS1660: Baby minds: Psychology of Infant Development</p>

	<p><b>Nikiforou, M.</b> &amp; Stavriniades, P. (2016). <i>Victims of School Bullying: Predictors and Outcomes</i>. In: Victims and victimization: Risk Factors, Intervention Strategies, and Socioemotional Outcomes. New York: Novascience Publishers.</p> <p><b>Nikiforou, M.</b>, Georgiou, S., &amp; Stavriniades, P. (2013). Attachment to parents and peers as a parameter of bullying and victimization. <i>Journal of Criminology, Special Issue on Bullying and Victimization, 1</i>, 1-9. <i>Impact factor: 1.81</i></p> <p>Stavriniades, P., &amp; <b>Nikiforou, M.</b> (2013). <i>Parenting: Challenges, practices, and cultural influences</i>. In Barberis, P., &amp; Petrakis, S. (Eds). <i>Parenting: Challenges, practices, and cultural influences</i>. New York: Novascience Publishers*.</p> <p>Stavriniades, P., Tsivitanou, A., <b>Nikiforou, M.</b>, Hawa, V., &amp; Tsohia, V. (2013). Longitudinal associations between bullying and children’s preference for television violence. <i>International Journal of Criminology and Sociology, 2</i>, 72-78. <i>(peer-reviewed journal, open access journal)</i></p> <p>Stavriniades, P., Georgiou, St., <b>Nikiforou, M.</b> &amp; Kiteri, E. (2011). Longitudinal investigation of the relationship between bullying and psychosocial adjustment. <i>European Journal of Developmental Psychology, 8</i> (6), 730–743.</p>	<p>PS3015: Crime, Impacts and Consequences</p> <p>PS1020: Introduction to Social and Developmental Psychology</p> <p>PS1020: Introduction to Social and Developmental Psychology</p> <p>PS2040: Individual Differences</p> <p>PS1020: Introduction to Social and Developmental Psychology</p> <p>PS1710: Historical Foundations of Psychology</p> <p>PS3051: Advanced Developmental Psychopathology</p>
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	<i>Impact Factor: 2.06</i>	
Lilia Psalta	<p>Soteriades, E.S., <b>Psalta, L.</b>, Leka, D., Spanoudis, G. (2019). Occupational Stress and musculoskeletal Symptoms in firefighters. <i>International Journal of Occupational Medicine and Environmental Health</i>, 14 (32), 342-352.</p> <p><b>Psalta, L.</b>, Young, A.W., Thompson, P., &amp; Andrews, T.J. (2015). Orientation-sensitivity to facial features explains the Thatcher illusion. <i>Journal of Vision</i>, 14: 9, 1-10.</p> <p><b>Psalta, L.</b>, Nikolaou, A., Soteriadis, E., &amp; Spanoudis, G. (2015). Book of Best Practices: Fire Service of Cyprus – Epidemiology and management of occupational stress and musculoskeletal disorders in Fire-fighters (pp. 1-28). Nicosia, Cyprus: University of Cyprus '15.</p> <p><b>Psalta, L.</b>, Young, A.W., Thompson, P., &amp; Andrews, T.J. (2014). The Thatcher illusion reveals orientation-dependence in brain regions involved in processing facial expression. <i>Psychological Science</i>, 25: 128-136.</p>	<p>PS2650: Applying Psychology</p> <p>PS1030: Introduction to Psychobiology and cognition</p> <p>PS2030: Cognitive and Physiological Psychology</p> <p>PS3025: Brain, Treatments and Behaviour</p> <p>PS2650: Applying Psychology</p> <p>PS1030: Introduction to Psychobiology and cognition</p> <p>PS2030: Cognitive and Physiological Psychology</p> <p>PS3025: Brain, Treatments and Behaviour</p>

	<p><b>Psalta, L., &amp; Andrews, T.J.</b> (2014). Inversion improves the recognition of facial expression in thatcherized images. <i>Perception</i>, 43: 715-730.</p>	<p>PS1030: Introduction to Psychobiology and cognition</p> <p>PS2030: Cognitive and Physiological Psychology</p> <p>PS3025: Brain, Treatments and Behaviour</p>
Vasiliki Christodoulou	<p><b>Christodoulou, V.,</b> Flaxman, P., Loyd, J. (2021). Acceptance and Commitment Therapy in Group Format for College Students. <i>Journal of College Counseling</i>. (in print).</p> <p><b>Christodoulou V.</b> (2020). Finding meaning and personal values in the psychological treatment of adolescents: Activating internal motivation and personal strength. In E. Papaleontiou – Louka, <i>Psychological health of child and adolescent</i> (2nd edition).</p> <p><b>Christodoulou, V.,</b> Fortune, L., Arslan, G., &amp; Canan, K. (2018). Turkish-Speaking service-user experience of guided self-help in an improving access to psychological therapies service: using discovery interviews to improve services. <i>Qualitative report</i>, 23(9), pp. 2205-2221.</p>	<p>PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour Assessment &amp; Treatment</p> <p>PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour Assessment &amp; Treatment</p> <p>PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour Assessment &amp; Treatment</p>

#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

##### EEC REPORT

##### Findings

##### 4.1. Student admission, processes and criteria

Student admission requirements are consistent with UCLan-Cyprus Academic Regulations (section E). More specifically, requirements for entry in year 1 of the program are (a) a score of 16.5 or above in the Apolytirion High School leaving certificate, or 200 A level points, or another international equivalent, and (b) a good grasp of the English language, as evidenced by either grade C or above in GCSE English or a minimum of 5.0 IELTS (or equivalent). Applications from individuals with non-standard qualifications, relevant work or life experience and from those who can demonstrate ability to cope with, and benefit from, degree level studies are welcomed and considered on an individual basis.

Responsibility for admission of students lies with admission officers, appointed by the Head of the School of Sciences, operating within the general entry requirements specified by the university, as well as the specific course-based requirements.

##### 4.2. Student progression

Regulations with respect to student progression are in line with UCLan-Cyprus Academic Regulations, i.e., regulations on module assessment criteria, extenuating circumstances, compensation in case of failure, module reassessment within an academic year and retake of a module in a subsequent year or semester.

##### 4.3. Student recognition

UCLan-Cyprus has established procedures and regulations for accreditation of prior learning, both prior certified learning (APCL) and prior experiential learning (APEL). APCL recognises prior learning where the student completed an assessment where he or she received a certificate, such as a higher education course completed before coming to UCLan-Cyprus. APEL refers to recognition of prior knowledge learned through work, study or life experiences, as can be evidenced in a portfolio of work that testifies what has been learnt from that experience.

##### 4.4. Student certification

UCLan-Cyprus is the international branch campus of UCLan-UK and at the same time a fully licensed and accredited private university in the Republic of Cyprus. Due to its unique legal status, UCLan-Cyprus can offer to its graduates a double-awarded degree (degree from UCLan-UK and degree from UCLan-Cyprus), accredited by both the UK Quality Assurance Agency and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE).

##### Strengths

The double degree can be conceived as a unique asset for students.

##### Areas of improvement and recommendations

Admission criteria regarding English language proficiency are below current international standards, because most B.Sc. degree programmes require a IELTS score of 6.0 or higher, and not 5.0

It is unclear how (and if at all) students are selected for the programme.

UCLan university, as most private universities in Cyprus, reassure that students have to fulfil specific criteria in order to get admitted; such procedure takes place prior to enrolment. It is unclear to the ECC how many applications are received annually and how many of these applicants are actually admitted. Criteria should be clearly stated and strictly followed. Also it is unclear which is the maximum capacity given the presently available resources.

In the case that students – in the course their B.Sci trajectory - wish to transfer from the UCLan program to a comparable program in a public university in Cyprus or another European university, they will probably not get admitted, given the UCLan curriculum and admission criteria. Students should be well-informed on their options and on these criteria in the case of deciding to transfer to a public or a continental European University.

If the bachelor is accredited, then students may enter a Master Level degree but it is under doubt if students will be admitted to enter another University Master's degree program in another European country or the public University of Cyprus. Therefore, students should be informed for this possible future scenario before entering the program.

Students should be informed prior to entering the program about the regulations of KYSATS (government degree evaluation department) and DIPAE concerning the alternatives the students will have in the process of their studies if any changes concerning their field of studies or the faculty occur.

Employment opportunities and achievements should be clear and stated on behalf of the university (e.g., via statistics) before students' registration/acceptance.

It should be taken under consideration the English/Greek Language selection of the program because if a student's Highschool degree was from a private English school, for example, then the students will have to attend and pass Greek language exams in order to enter the public sector in terms of employment in Cyprus.

Although a double degree (with UCLan-UK) is awarded to the students, opportunities for actual collaboration with the UK program are insufficiently taken advantage of. Staff and student exchange are minimal.

The fact that the UK left the European Union on December 31, 2020 may have adverse implications for future student and staff exchange. Alternative paths to incoming and outgoing student mobility should be developed.

## **UCLAN CYPRUS RESPONSE**

“Admission criteria regarding English language proficiency are below current international standards, because most B.Sc. degree programmes require a IELTS score of 6.0 or higher, and not 5.”

We thank the EEC for the comment and recommendation with regards to the programme's admission criteria. We would like to inform the EEC that our University and the programme team has adopted the standard admission criteria for English language proficiency at B2 level (IELTS 5.5 equivalent) according to the Common European Framework of Reference for Languages (CEFR), as per the CY QAA directive on 9<sup>th</sup> of September 2020. Students have the opportunity to further enhance their academic skills for the use of the English language by choosing the *Academic Writing* and *English for Academic Purposes* modules that are on offer during year 1 of their studies. Students who opt for the above-mentioned modules will reach an English language proficiency level of B2 + (IELTS 6.0 equivalent).

"It is unclear how (and if at all) students are selected for the programme."

"UCLan university, as most private universities in Cyprus, reassure that students have to fulfil specific criteria in order to get admitted; such procedure takes place prior to enrolment. It is unclear to the ECC how many applications are received annually and how many of these applicants are actually admitted. Criteria should be clearly stated and strictly followed. Also it is unclear which is the maximum capacity given the presently available resources."

With regards to the programme's admission process, we provide the necessary information in Appendix I. We would like to ensure the EEC that our admission process is followed without exceptions. In addition to the standard process described in Appendix I, in the majority of cases, the course leader of the programme also reviews the prospects' submitted documents and arranges a meeting with them to further discuss their interest in the programme and better understand their prior knowledge and experience, so that she/he can ensure the prospects will be able to cope with the programme and advise them on how to proceed with their studies.

The programme's admission criteria are clearly stated on the programme's website, under the programme's factsheet and on the University prospectus. Moreover, as part of the programme's admission process, the Admissions Department also informs prospects of the programme's admission requirements and they ensure (e.g. collect and officially evaluate all the evidence/certificates provided by prospects) that the requirements are fulfilled before issuing an acceptance offer letter.

The programme does not have a "maximum capacity", as necessary programme resources are evaluated and planned accordingly for each academic year. For the last 8 years of the programme's operation, the average number of accepted students is 13 (ranging between 10 to 17 students per intake depending on the year).

"In the case that students – in the course their B.Sci trajectory - wish to transfer from the UCLan program to a comparable program in a public university in Cyprus or another European university, they will probably not get admitted, given the UCLan curriculum and admission criteria. Students should be well-informed on their options and on these criteria in the case of deciding to transfer to a public or a continental European University."

"If the bachelor is accredited, then students may enter a Master Level degree, but it is under doubt if students will be admitted to enter another University Master's degree program in another European





country or the public University of Cyprus. Therefore, students should be informed for this possible future scenario before entering the program.”

Although we appreciate all the constructive comments of the EEC, we have to disagree with the EEC’s statement on the eligibility of the programme’s students to transfer to similar programmes or continue their studies in other universities. Our BSc (Hons) Psychology programme is academically in full alignment with the Cy QAA regulations and directives and also fully validated by UCLan UK in line with QAA. In addition, the programme is also professionally accredited by the British Psychological Society (BPS), the representative body for psychologists and psychology in the UK. This accreditation indicates that the programme is aligned with the high educational and professional quality standards set by BPS and which are recognised by many international institutions, not just UK ones. Moreover, throughout the years, we had cases of students transferring to other universities abroad without any admission challenges. Additionally, graduates of our programme were successful in being admitted in other European Universities (e.g. University of Maastricht, King’s College London, University of Nottingham, University of Huddersfield), and in public and private universities in Cyprus (e.g. University of Nicosia) to pursue graduate studies.

“Students should be informed prior to entering the program about the regulations of KYSATS (government degree evaluation department) and DIPAE concerning the alternatives the students will have in the process of their studies if any changes concerning their field of studies or the faculty occur.”

Our students are informed by the Admissions Department and/or the programme Course Leader, prior to enrolling to the programme, on their options in the case of deciding to transfer to another university, their options after graduating, employment opportunities and regulations of KYSATS, CYQAA and discipline specific professional bodies. During their studies students can always receive further advise on the abovementioned areas by their Academic Advisor, Course Leader, Admissions Advisor or the Student Support Office.

“Employment opportunities and achievements should be clear and stated on behalf of the university (e.g., via statistics) before students’ registration/acceptance.”

Formal alumni collection of information and communication is currently handled centrally, by the University's Student Support Office and the University's Alumni officer. Given the young age of the programme and the small number of students/graduates, such programme specific information was not available or representative so as to be formally shared with prospective students, although anecdotal information is always shared with prospective students as well as general information about future employability and potential career pathways. The University is currently working towards preparing this information to become available on our website along with some testimonials by our graduates. It should be noted that due to the professional requirements to become a registered psychologist in Cyprus (requirement to have an applied master’s degree in one of the five psychology disciplines recognised by the Cyprus professional and scientific Psychological Association), the majority of our graduates proceed with the pursue of postgraduate studies. Only our graduates who do not wish to become registered psychologist may seek employment right after their graduation.

Beyond prospective students, existing students are informed about career opportunities and pathways during their induction session (first week before the commencement of their studies). Also, during their studies, they have specific annual advising sessions with their academic advisors through which they discuss potential career pathways and they receive advice according to their own needs. Moreover, the University's Career Office organises the annual career week where students are informed about career options and they have the opportunity to meet and network with potential employers as well as participate in employability related trainings and seminars (e.g. CV writing, interview skills, individual consultations, etc.). During the employability week, professionals in different areas of Psychology are invited to give guest lectures and talk about their professional experience.

With regards to student achievements, these are internally celebrated and posted on the University's website and social media.

We acknowledge the importance of having such information available and sharing it with prospective students and we are optimistic that the alumni office will be able to provide such information soon.

“It should be taken under consideration the English/Greek Language selection of the program because if a student's Highschool degree was from a private English school, for example, then the students will have to attend and pass Greek language exams in order to enter the public sector in terms of employment in Cyprus.”

The observation of the EEC is correct, but this situation is no different for students completing their studies in any other non-Greek speaking University and who would like to pursue employment in the Cypriot public sector upon completion of tertiary education. It is the students' informed decision whether they would like to pursue undergraduate studies in Greek or in English.

Moreover, it should be noted that all students interested to enhance their Greek language skills, have the option to learn and study Greek language by taking the afternoon/evening classes offered by the Language Academy at UCLan Cyprus.

“Although a double degree (with UCLan-UK) is awarded to the students, opportunities for actual collaboration with the UK program are insufficiently taken advantage of. Staff and student exchange are minimal.”

Regarding the collaboration with UCLan UK, the BSc (Hons) Psychology team enjoys a beneficial ongoing collaboration with the corresponding academic team in UCLan UK, and we plan to continue this successful collaboration in terms of programme curriculum design and delivery as well as staff and student exchanges and beyond. We acknowledge the EEC's recommendation to strengthen this collaboration and we will take further advantage of the synergies between the two campuses for the mutual benefit of the two Institutions. It should be noted that within our current collaboration framework the academic teams of the two campuses are closely working together for the design and development of the BSc (Hons) Psychology programme structure and the content of each individual module. Module leaders from Preston and Cyprus work together for the development of module learning material and assessments, for assessment moderation

between the two campuses, and for the annual review of each module. Similarly, the course leaders of the two campuses are working together for the enhancement and further development of the overall programme, sharing experiences and good practices. Beyond the academic side of the collaboration, academics of the two campuses work together on research initiatives and projects.

With regards to student and staff exchanges, this is a practice we follow since the inception of the programme, but unfortunately, due to covid pandemic restrictions we were not able to implement it during the last two academic years; although we did take advantage of the opportunity for students and staff of the two campuses to collaborate remotely through MS Teams at different levels (e.g. joint participation in sessions, discussion groups, research meetings, etc.).

“The fact that the UK left the European Union on December 31, 2020 may have adverse implications for future student and staff exchange. Alternative paths to incoming and outgoing student mobility should be developed.”

While the current Brexit situation introduces some challenges in the collaboration of the two Institutions, at the same time, it provides a number of new opportunities on which we can capitalise. Discussions are currently taking place between the two Institutions to ensure that both, challenges and opportunities, are considered and evaluated.

With regards to alternative mobility plans, the University participates in the Erasmus+ programme, which funds short-term and long-term mobilities for our students and staff. The University already has several Erasmus partnerships with other academic institutions, which our students have taken advantage over the years. We anticipate that Brexit will shift more mobilities towards our non-UK (EU and International) partners and we plan to pursue further collaborations with non-UK Universities in the years to come so as to enhance the mobility options of our students. Furthermore, the new Erasmus+ mobility project allows the use of 20% of its funds for mobilities to UK institutions and according to our students' choice of destination for their studies and internship mobility, probable exchanges may occur with UCLan UK within this scheme.

Moreover, we will be able to continue accepting incoming student mobilities from the UK, since the UK government announced a new programme to replace Erasmus mobility (Turing scheme), which enables UK students to study in other countries.

## Learning resources and student support

(ESG 1.6)

### ECC REPORT

#### Findings

##### 5.1 Teaching and learning resources

The teaching and learning resources in terms of rooms, materials, aids, and equipment seem adequate to realize the current courses and also a modified curriculum that more closely adheres to programs realized in continental Europe. Supposedly, the resources would also be sufficient if a somewhat larger number of students were enrolled, which would facilitate program sustainability in the long run. Given that our evaluation is not contextualized with a site-visit, these findings are provided with reservation. Overall, the resources fit with the objectives of the program. The learning arrangements seem flexible. Given the current pandemic, arrangements for realizing the curriculum are assessed as adequate. Faculty and staff seem highly committed to adjust to student needs. The ECC learned that most students are now living remotely, but some students prefer to remain on campus during their online learning, which the university facilitates.

Many competitive continental institutions for higher education are switching their quantitative analysis education increasingly to the software package R, an object-oriented command-based data-analytic tool that is freely available. Educating students to handle this tool requires substantial resources (also in terms of tutorials). Similarly, tools to collect data are increasingly based on IT and the capability to run experiments or tests in some software architecture (php, java, etc.) and to prepare data gathered this way for subsequent analysis is a key part of competitive programs. If the curriculum is modified this way, teaching and learning resources need to be adjusted accordingly.

##### 5.2 Physical resources

With the reservation that the present evaluation is not based upon a site visit, the premises, library and study facilities, and IT infrastructure are in good shape and fully support the study program. Availability of library resources cannot be easily assessed remotely and the information provided in the evaluation materials was limited. Some of the digital searches completed remotely by the ECC indicate that materials might be available physically in campuses other than Larnaca. Importantly, the availability of relevant scientific journals as digital or hard copies could not be assessed. The learning facilities with respect to currently indispensable resources, such as digital video conferencing tools, exchange platforms, and cloud services with Adobe Connect, MS Teams, Lynda etc.) seem fit for purpose and students had sufficient information about these resources and amply used the opportunities to exchange with faculty. Availability of computer hardware seemed ample but it was impossible to assess the degree to which the psychology program has access to these resources. In a program adjusted according to the recommendations in this report, probably more such resources than currently available would be needed.

##### 5.3 Human support resources

Tutorial support for PS2015, PS2250, PS3025, PS3050, PS3051, and PS3900 and for some of the preparatory classes is available. Supposedly, support by tutors or mentors would be helpful for strengthened quantitative/statistical courses and also in the context of education on applied assessment issues. Administrative staff resources seem adequate to support the study program and this also applies if

the program would enroll a larger number of students. The EEC could not assess whether or not the tutor support is excessive in some cases and which resources would be required in a modified program or with larger student numbers. The program's response to the pandemic seems to be quite adequate relative to comparable institutions. Students seemed familiar with all resources available to them.

#### 5.4 Student support

Just like in other Cypriot institutions for higher education, student support is highly valued. Given the proportion of non-Cypriot students in the program, their mobility is an important challenge. Faculty and staff seem highly committed to support national and international students and students seem informed about services available to them. With respect to incoming and outgoing student mobility the numbers provided upon request are not easy to understand. One concern to the EEC was that mobility in both directions might be hampered by the somewhat idiosyncratic nature of the curriculum offered.

#### Strengths

Physical resources, building, auditoriums, library, child development lab, etc. appear to be up-to-date and adequate to run the program, although the ECC was unable to view the premises 'live'.

The program's response to the corona pandemic crisis is adequate and appears to take into account individual students' needs (e.g., students are still living on campus if that suits their situation better).

There is a proactive approach to student support and a good monitoring of 'at-risk' students.

#### Areas of improvement and recommendations

The EEC got the impression that recruitment of students for the program is stable at a low number. This poses a risk because it limits opportunities for growth, innovation and sustainability over the long run.

The program would benefit from state-of-the science teaching in freely available software for data-analysis, such as R and JASP, instead of focusing only on IBM's SPSS. Such classes would most likely be supported by tutors.

To further develop practical training in the program, the university would have to invest in lab equipment (e.g., psychophysiological lab). Perhaps collaboration with other universities in Cyprus would be a good option, to share limited resources.

#### **UCLAN CYPRUS RESPONSE**

"The EEC got the impression that recruitment of students for the program is stable at a low number. This poses a risk because it limits opportunities for growth, innovation and sustainability over the long run."

We agree with the EEC's observation that the programme's student recruitment is stable but low compared to other larger universities. The student recruitment for BSc (Hons) Psychology is approximate 13 students per year (ranging from 10 to 17 students per cohort depending on the year). Although these numbers may seem low compared to other established universities, for UCLan Cyprus and the School of Sciences this is

considered average and not low, as the highest student recruitment programme in the School accepts 30-35 students. The primary reason for the “low” student recruitment numbers is the young age of the University, which was established in 2012. Strategically, the University focused on local recruitment during the first years of its operation, allowing time for the University to establish itself in the local market before further expanding its recruitment efforts to the international market. It should be noted that although there were no significant efforts made to recruit from the international market during these years, the BSc (Hons) Psychology student demographics consisted of approximately 68% students from Cyprus, 14% from EU countries (e.g. Germany, Bulgaria, Greece, UK) and 18% from other non-EU countries (e.g. Russia, Ukraine, Belarus, China, Iran, Latvia, Zambia).

Now that the University is reaching its 10th year of operations and it has achieved its goal to be established in Cyprus as a Higher Education Institution offering high quality of learning and student experience, more intense efforts are planned so as to expand recruitment efforts at the international level. Additionally, given the recent Brexit implications, all indicators suggest that during the post Brexit era, international students will face higher tuition fees and living expenses in the UK, thus making UCLan Cyprus an ideal choice to also receive a UK degree, given the UCLan Cyprus offering of a double awarded degree (UCLan Cyprus and UCLan UK), at a significantly lower cost.

“The program would benefit from state-of-the science teaching in freely available software for data-analysis, such as R and JASP, instead of focusing only on IBM’s SPSS. Such classes would most likely be supported by tutors.”

Currently, all research methods and statistics related modules offered in the BSc (Hons) Psychology programme (e.g. PS1720, PS1010, PS2010, PS3900) are designed to provide students with the fundamental knowledge and skills on how to collect and analyse data, regardless of the software used for the data analysis. It is important for students to have a solid understanding of all the processes involved in data analysis. The programme team decided to utilise SPSS as the software through which students can apply their knowledge and further their practical skills in data analysis, as it is a widely used software. All of our students have free access to SPSS software throughout their studies.

Acknowledging the importance of students being exposed to other statistical analysis software available in the market (e.g. R and JASP), the team incorporated specific sessions in the aforementioned modules to introduce students to these software and allow them to expand their skills and knowledge across different software.

“To further develop practical training in the program, the university would have to invest in lab equipment (e.g., psychophysiological lab). Perhaps collaboration with other universities in Cyprus would be a good option, to share limited resources.”

The School has already invested in equipment necessary for Psychology students’ practical training as well as the establishment of the Cognition and Development Psychology Lab (established in March 2016). Unfortunately, due to the online evaluation of the programme, the EEC did not have the opportunity to visit

our lab. The mission of the Cognition and Development Psychology Lab is to pursue state-of-the-art research in developmental and cognitive psychology. The Lab has a dedicated Psychology Observation Suite, which is an observation room with a mirrored wall, and it is equipped with video and audio recording equipment with a side room from which to observe. Here, students also have the opportunity to experience real-life replication of Mary Ainsworth's "famous" Strange Situation Experiment. Our emphasis on experiential learning ensures that students will be able to learn the skills that they require to react to the challenges of observing a child's behaviour, to code the child's behaviours and indeed act as the stranger. Rather than experiencing the research the "way that it should be", students learn to experience the research "how it is". Students learn to react to the child, their guardians and parents; to respond to the situations a research study can pose, rather than to simply watch, listen and learn from pre-recorded footage. Furthermore, the Lab is equipped with desks and computers for students and staff to conduct research work as well as lab equipment, including biofeedback equipment (GSR, HRV) for psychophysiological recording.

Furthermore, the university has invested in a series of licenced psychometric tests and structured clinical judgement tools that are available for teaching and research purposes, including WAIS-IV, Raven's progressive matrices, MMPI-2, SAVRY, HCR-20, among others.

In addition to the Cognition and Development Psychology Lab, the University has a collaboration with the University of Cyprus (UCY) for the use of psychophysiological and other equipment available at UCY, whenever necessary. The programme also has a collaboration with the Cyprus Transcranial Magnetic Stimulation Center (Cyprus rTMS), which provides our academics and students the opportunity to work on research projects with high-density EEG/ERP recording systems and rTMS. Of course, beyond the local collaborations, UCLan Cyprus academics have access to state-of-the-art facilities in UCLan UK that they can use for their research projects.

Beyond the existing facilities and equipment that the students and academics have access to at the University or through our partners, on an annual basis, the School includes a specific budget allocation for equipment necessary for each specific discipline. Academics must make a request to the Head of School for the purchasing of specific equipment related to their discipline, during the budget planning for the next academic year, and also provide a justification for the need of the equipment. The request is then considered and once approved is included in the budget plan for the next academic year. For requests related to expensive equipment (e.g. 50K +), a long-term budget planning will be discussed so that the School can acquire the equipment.



## 5. Additional for doctoral programmes

*(ALL ESG)*

**Not applicable**





## 7. Eligibility (Joint programme) (ALL ESG)

**Not applicable**

## B. Conclusions and final remarks

### EEC REPORT

Faculty and administrative/support staff seems strongly committed to the program and its goals.

Support for students through faculty and staff is exceptional.

The learning environment in terms of physical and IT resources seem to be adequate.

The faculty will likely be more successful in terms of publications, soft money acquisition, and developing a visible research portfolio if their research environment would be more supportive (e.g., own doctoral program at UCLan-Cyprus, more international colleagues in the team, opportunity to teach courses related to the own research domain, more time for research, etc.).

The current program lacks a sufficient dosage of quantitative empirical education, including empirical student projects, tutorial support in the quantitative area, hands-on classes on analysing data, programming experiments, and the like. Research design, multivariate statistics, and evaluation are missing in the curriculum. Contemporary aspects, such as replication issues, validity generalization, and statistical power are also pending.

The current program is lacking (in visible) aspects of foundational education in psychometrics and psychological assessment. As these aspects are key to almost all applied fields of psychology, corresponding improvements in the program are essential.

The far-reaching alignment with the B.Sc. curriculum at the UCLan-UK campus seems dispensable, particularly given that this program arguably matches the expertise of the UK-faculty. It was quite unclear to the EEC what the position of the UCLan-UK campus is, as the UCLan-Cyprus program is not even advertised on the UCLan-UK website.

Persisting with the alignment of the B.Sc. psychology program with the program realized at other UCLan campuses may mostly facilitate student mobility between these institutions (which is quite limited at this point) but supposedly hampers international exchange and alignment with most other European B.Sc. programs in Psychology.

The perspectives, and more importantly, the obstacles of the UCLan-Cyprus degree outside of this institution should be communicated more clearly to prospective and current students.

The executive board of UCLan-Cyprus is encouraged to explore how the student intake in the B.Sc. in Psychology course can be increased, especially given the new and isolationist Brexit situation, which may render a double degree with a UK-based university less desirable for the future generation of young, global citizens.

## UCLAN CYPRUS RESPONSE

We would like to thank the members of the External Evaluation Committee (EEC) for their constructive feedback regarding the accreditation of the BSc (Hons) Psychology programme offered by the School of Sciences at UCLan Cyprus. We are very delighted that the Committee acknowledges the strong commitment of the faculty to the programme as well as the exceptional support the faculty and staff provide to students. We are committed to maintain the excellent student learning experience we offer and continue evaluating and enhancing the programme's quality of learning and teaching. As such, we have taken into due consideration the Committee's constructive feedback and have embraced it in efforts to develop further the BSc (Hons) Psychology programme, as it is illustrated in our responses throughout the report.

Although we believe that for the young age of the University, we have developed a good research environment with the necessary foundations for growth, we agree with the EEC that there is still scope for improvement. With regards to utilising PhD students to strengthen the existing research environment, we embrace this recommendation and we would like to inform the Committee that despite the fact that UCLan Cyprus does not currently offer PhD degrees, academics of the School act as PhD supervisors for PhD students from other Universities, primarily UCLan UK, who are undertaking their research activities in the UCLan Cyprus premises. In its efforts to further enhance its research environment, the School is considering the possibility of offering PhD degrees and will proceed with necessary actions towards the accreditation of such provision. The School is also positive in engaging more international colleagues with the programme. The School has already engaged two well established Visiting Professors for the programme and it will continue pursuing further similar appointments. With regards to academics delivering modules related to their own research domain, as it was demonstrated in Section 3 (pages 29-36, Table 4 of this report), this is already established. Also, as it was discussed in Section 3 (page 26-27 of this report) the School has successfully implemented a process (academic workload model) through which academics' teaching hours can be adjusted according to the research output of each academic to allow further research productivity. Research is at the core of the School's and the University's strategy and we consider it vital for our academics to be productive in research.

Regarding the EEC's comment on quantitative empirical education and foundational education in psychometrics and psychological assessment, we agree with the EEC that these are essential components for an undergraduate Psychology programme and as we demonstrated in section 1 (pages 7-9 of this report) our BSc (Hons) Psychology programme offers a strong quantitative empirical education as well as hand-on classes on analysing data and psychological assessment, through several modules (e.g. PS1710, PS1720, PS1010, PS2010, PS2015, PS2040, PS3051, PS3900).

Although UCLan Cyprus works very closely with UCLan UK to safeguard the provision of double-awarded degrees (from UCLan Cyprus and UCLan UK), it is also a fully licensed and accredited independent private University in the Republic of Cyprus. Moreover, UCLan Cyprus programme's curriculum is developed based on the UCLan UK curriculum design framework approved by QAA and at it is aligned with CyQAA legislation and directives, professional body (whenever applicable) requirements, and local and international industry needs.



Concerning the programme's student recruitment, as explained in Section 4 (pages 38-42 of this report), following from the University's strategy, now that the University is reaching its 10th year of operations and it has achieved its goal to be established in Cyprus as a Higher Education Institution offering high quality of learning and student experience, more intense efforts are planned so as to expand recruitment efforts at the international level. Additionally, the provision of a double awarded degree is an important advantage for UCLan Cyprus graduates, since it provides them with the opportunity to pursue a British education and receive a UK degree from a well-established HEI with a 192-year history, with significantly lower tuition fees and living expenses compared to pursuing studies in the UK. At the same time, students studying at UCLan Cyprus will benefit from a European undergraduate degree, given that the UCLan Cyprus award is accredited by the CyQAA. Overall, as noted by the EEC, the recent Brexit situation can introduce some challenges to the collaboration between UCLan Cyprus and UCLan UK, but at the same time, it can provide many new opportunities. The two Institutions are committed to their strong collaboration and they are currently discussing and evaluating both, potential challenges and opportunities, so that they can proactively plan for challenges and capitalise on new opportunities.

**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Prof. Irene Polycarpou</b>	Head of School of Sciences Chair of School of Sciences Academic Standards and Quality Assurance Committee	
<b>Dr Kalypso Iordanou</b>	Associate Professor and Course Leader for BSc (Hons) Psychology Member of School of Sciences Academic Standards and Quality Assurance Committee	
<b>Dr Cosmina Theodoulou</b>	Chair of Academic Standards and Quality Assurance Committee	

**Date:** 18/05/2021