



Prof. Mary Ioannidou Koutselini

President of the Council of
the Agency of Quality Assurance
and Accreditation in Higher Education
1434 Nicosia

23rd September 2021

Ref No: 07.14.345.019

Dear Professor Koutselini,

SUBJECT: Psychology (4 years, 240 ECTS, Bachelor Honours)

First, we would like to thank the CyQAA Council and the External Evaluation Committee for the constructive feedback provided in the latest correspondence of 28th of June 2021 as well as in the feedback report of 8th of June 2021, allowing us to enhance the quality of the provision of the programme of study BSc (Hons) Psychology. We have considered all the suggestions received in the above-mentioned letter and report and we have addressed all the points raised as following:

- Οι εισηγήσεις που διατύπωσε στην έκθεση της ΕΕΑ δεν ακολουθήθηκαν παρά μόνο σε πολύ μικρό βαθμό. Απαιτείται η ανταπόκρισή σας σε αυτές. Σημειώνονται από την ΕΕΑ εκ νέου στο έντυπο ανατροφοδότησης, το οποίο σας αποστέλλεται.

«Overall, the EEC's main observation is that the HEI's Responses that – apart from some very minor amendments (e.g., revision of the English language course in the first year into English for Academic Purpose, addition of information on the replication crisis in psychology in a few courses) -, no substantive revisions or reorganizations of the curriculum are considered, let alone planned or implemented.»

(Feedback report from EEC experts, p.12)

«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.»

(Feedback report from EEC experts, p.4)

UCLan Cyprus Response

The programme team has extensively taken into consideration all the comments and recommendations of the EEC and the programme of study has been enhanced and re-structured accordingly (please see Table 2 – programme structure in Appendix I).

Therefore, the first year of the programme aims to develop the foundational knowledge needed for students to successfully proceed with their studies. Students accepted to the programme must have the necessary background knowledge and skills to cope with their studies. This is ensured during the student admission process. 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 9th 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, which 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 6.5 equivalent). Therefore, we have removed the two English modules of 10 ECTS each (EF1705 and EF1706) and we introduced a new optional module 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.

With regard to the Introduction to Mathematics and Statistics (MA1601) optional module, following the EEC's recommendation, we have replaced it with a more advanced introductory module on statistics (MA1861: Introduction to Probability & Statistics). The module descriptor of MA1861 can be found in Appendix I.



As recommended by the EEC, the introductory module in developmental and social psychology “PS1020: Introduction to Developmental and Social Psychology” has been moved from the 2nd to the 1st year of the programme. 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, such as “PS1640: Psychology of the Media” and “PS1650: Turning Goldfish into Elephants”, which have now moved in Year 2.

Moreover, in line with the EEC recommendations, new modules have been introduced in the revised enriched programme structure as following:

- **PS1050: Being a Psychologist.** The addition of PS1050 provides more emphasis on the practical application of psychology. PS1050 will discuss the ethical considerations associated with psychological research and the key ethical issues and principles within the professional codes of conduct (e.g. BPS Code of Ethics and Conduct), to develop students’ awareness of working ethically as at the heart of being a psychologist. The module descriptor for PS1050 can be found in Appendix I.
- **PS1060: Topics in Psychology.** Similarly, PS1060 aims to enrich students’ awareness of ethics and research issues either by participating in and reflecting on psychological studies (e.g. experiments and questionnaires) or by writing an essay on research ethics. This module also addresses the EEC’s recommendation to enrich the programme with more research methods related content and consideration of the practical application of psychology.
- **PS2050 Qualitative Psychological Research.** We have replaced PS2015: Psychological Research 2: Qualitative Methods with PS2050 (Qualitative Psychological Research), increasing the number of ECTS from 5 to 10 ECTS, reflecting the increased emphasis placed on research methods in the revised programme, satisfying the EEC’s recommendation to place more emphasis on research methods. In the new module PS2050, the core knowledge content of the module will be taught by lectures including discussions and activities within lectures. Students’ skills of designing, conducting and writing up their own qualitative research studies will be developed within a series of small group practical sessions, where students will discuss issues affecting the design and conduct of research as well as practical tasks such as interviewing and coding in a supportive environment. These tasks will provide formative feedback on skills development. Discussion of writing up will reinforce written guidance about the requirements of empirical reports and facilitate students in applying these to their



submissions. This approach will be used for collecting data via focus groups and one to one interviews.

- **PS3350: Essential Issues in Psychology**”. The PS3350 module offers the students the opportunity to further enhance their knowledge related to psychometrics and examine debates within psychology on a range of topics within individual differences, such as personality and intelligence. The module will introduce 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 will also introduce students to the main differences between standardized tests and quizzes in magazines. It will discuss 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 will 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 will learn about scoring systems and maturation effects, order effects, instrumental bias, statistical regression, history effects, selection bias, differential attrition, and compensatory equalization-compensatory rivalry.

Furthermore, we have enriched some existing modules to include issues recommended by the EEC. In particular, we revised the PS1020 Introduction to Developmental and Social Psychology module and added workshops that cover topics such as the recent replication crisis in psychology by discussing for example the Zimbardo prison study replication. We have also enhanced the PS1030 Introduction to Psychobiology and Cognition module including workshops aiming to develop students' practical skills and knowledge of experimental techniques in psychobiology and cognition.

- Σύμφωνα με την ΕΕΑ το περιεχόμενο σπουδών διαφέρει από αυτό αντίστοιχων πτυχίων στον ευρωπαϊκό χώρο. Ως εκ τούτου, οι απόφοιτοι θα αντιμετωπίσουν δυσκολίες να ακολουθήσουν π.χ. μεταπτυχιακές σπουδές σε μια ευρωπαϊκή χώρα.

«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.»

(Feedback report from EEC experts, p.4)



«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.»

(Feedback report from EEC experts, p.8)

UCLan Cyprus Response

We would like to assure the committee that the revised version of the programme of study, as per Table 2 – Appendix I), is structured in line with the European Standards and Guidelines and ECTS framework for mobility and transfer in the European Higher Education Area (EHEA). The learning outcomes of the programme are in alignment with other similar Bachelor's degrees in EHEA allowing student transfer as well as student progression in postgraduate studies.

- Να αποσταλεί στον Φορέα ο βραχυπρόθεσμος (1-2έτη) και μεσοπρόθεσμος σχεδιασμός (3 χρόνια) για αύξηση του μόνιμου προσωπικού με ερευνητική δραστηριότητα.

«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.»

(Feedback report from EEC experts, p.7)

UCLan Cyprus Response

Regarding the number of permanent staff members, a short-term and long-term planning has been developed by the Department, which includes the fulfilment of two additional full-time faculty positions:

- one permanent academic with expertise in Research Methods in Psychology to be recruited by September 2023 and



- one permanent academic with expertise in Clinical Psychology to be recruited by September 2025.

According to student recruitment for the programme, the plan can be adjusted accordingly, with the possibility of hiring additional permanent faculty members.

- *Απαιτείται να δοθεί έμφαση στη συνέργεια έρευνας και διδασκαλίας.*

«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.».

(Feedback report from EEC experts, p.7)

UCLan Cyprus Response

Research is at the core of the Department'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 Department (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.

The academic staff's standard teaching workload ranges between 7 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.

With regard 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 A** below.

Table A: Funding secured by BSc Psychology academics

Project Details (Title, Duration, Funding Authority, Total Amount (UCLan Cyprus Amount))	BSc (Hons) 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)
National Funding	
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	V. Chirstodoulou (PI)



Commitment Therapy. 2020 & 2021. Antidrug Authority of Cyprus. €50K (50K).	
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)

Additionally, all academics have ongoing high-quality publications (3*-4* according to external research evaluations – based on UK Research Excellence Framework) in their field of expertise; continuously publishing their work in high impact factor journals, such as Learning & Instruction (IF: 5.146), Journal of Research in Science Teaching (IF: 4.832) and Metacognition & Learning (IF: 3.421), 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).

A list of publications for each academic is available on the university's website (www.uclancyprus.ac.cy).

Of course, the Department is committed to continue supporting and strengthening its research environment and provide further opportunities for the academics to conduct research. To this end, the Department recently appointed as Visiting Professors three very well established Psychology Professors (Profs. Anthony Beech, Leam Anthony Craig and Georgios Alevizopoulos) aiming to strengthen the research of the programme and enable further research collaborations.

We agree with the EEC that there should be a strong connection between research and teaching and thus, academics should deliver modules that are closely related to their research expertise. Hence, during the annual planning and organisation of the programme, this is one of the primary factors considered for module allocations. In **Table B**, we provide some sample publications of academics along with related modules they are delivering, demonstrating the alignment between research publications and teaching.



Table B: Sample of BSc Psychology academics' research publications (in relation to their allocated modules).

Academic	Sample Academic Publications	Modules Delivered
Kalypso Iordanou	<ol style="list-style-type: none"> <li data-bbox="485 398 1082 584">1. Iordanou, K., & Rapanta, C. (2021). "Argue with me": A method for developing argument skills. <i>Frontiers in Psychology</i>. (Impact Factor: 2.067) <li data-bbox="485 651 1082 987">2. Christodoulou, E., & Iordanou, K. (2021). 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) <li data-bbox="485 1055 1082 1391">3. Hendriks, F., Mayweg-Paus, E., Felton, M., Iordanou, K., Jucks, R., & Zimmermann, M. (2020). "Constraints and Affordances of Online Engagement With Scientific Information—A Literature Review". <i>Frontiers in Psychology</i>, 11, 3458. (Impact Factor: 2.067) <li data-bbox="485 1458 1082 1794">4. Kuhn, D. & Iordanou, K. (in press). Epistemology as a Core Dimension of Cognitive Development. In D. Dunning & N. Ballantyne. <i>Reason, Bias, and Inquiry: New Perspectives from the Crossroads of Epistemology and Psychology</i>. Oxford University Press <li data-bbox="485 1861 1082 2045">5. Iordanou, K., (2021). Supporting Critical Thinking Through Engagement in Dialogic Argumentation: Taking Multiple Considerations into Account when 	<p>PS3050: Educational Psychology</p> <p>PS2020: Social & Developmental Psychology</p> <p>PS1060: Topics in Psychology</p> <p>PS2020: Social and Developmental Psychology</p> <p>PS3050: Educational Psychology</p>



	<p>Reasoning about Genetically Modified Food. In M, Jimenez-Aleixandre, B., Puig Mauriz. (2021). Critical Thinking in Biology & Environmental Education. Springer.</p>	
	<p>6. Baytelman, A., Iordanou, K., & 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, & K., Korfiatis, (Eds.). ERIDOB2020 Selected Papers Book. Springer</p>	<p>PS3050: Educational Psychology PS1060: Topics in Psychology</p>
	<p>7. Iordanou, K. & 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>PS2020: Social and Developmental Psychology</p>
	<p>8. Iordanou, K., Kendeou, P., & 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: 3.421)</p>	<p>PS2020: Social & Developmental Psychology</p>
	<p>9. Iordanou, K. (2019). Success factors and barriers for mainstreaming Responsible Research and Innovation. Deliverable of the COMPASS project. https://innovation-compass.eu/wp-content/uploads/2017/09/Deliverable-1.2-Interviews-synthesis-report.pdf</p>	<p>PS1720: Understanding Behaviour (Ethics, RRI)</p>



	<p>10. Iordanou, K., Christodoulou, E., & Antoniou, J.. (2020a). <i>D2.2 Report of interview analysis</i> (Version 2). De Montfort University. https://doi.org/10.21253/DMU.13168265.v2 (□)</p>	PS1720: Understanding Behaviour (Ethics, RRI) PS2020: Social & Developmental Psychology
	<p>11. Iordanou, Kalypso; Christodoulou, Eleni; Antoniou, Josephina (2020b): D4.2 Evaluation Report. De Montfort University. Online resource. https://doi.org/10.21253/DMU.12917717.v2</p>	PS1720: Understanding Behaviour (Ethics, RRI) PS2020: Social and Developmental Psychology
	<p>12. Baytelman, A., Iordanou, K., & 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: 4.832)</p>	PS3050: Educational Psychology PS1060: Topics in Psychology
	<p>13. Lytzerinou, E., & Iordanou, K. (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: 2.241)</p>	PS3350: Essential Issues in Psychology PS3050: Educational Psychology
	<p>14. Iordanou, K., Kuhn, D., Flora Matos, Yuchen Shi, & Laura Hemberger. (2019). Learning by Arguing. <i>Learning and</i></p>	PS3050: Educational Psychology



	<p><i>Instruction</i>. 63, 101-207. (Impact Factor: 5.146)</p> <p>15. Ioannou, K., & Iordanou, K. (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. Iordanou, K. (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: 1.284)</p> <p>17. Iordanou, K., Muis, K. R., & 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>PS1720: Understanding Behaviour (Ethics, RRI) PS1060: Topics in Psychology (Ethics)</p> <p>PS2020: Social & Developmental Psychology PS1060: Topics in Psychology</p>
Militsa Nikiforou	<p>1. Charalampous, K., Georgiou, S., Demetriou, C, Tricha, L., Nikiforou, M., & 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>2. Charalambous, K., Demetriou, C., Tricha, L, Ioannou, M., Georgiou, S., Nikiforou, M., & Stavrinides, P. (2018).</p>	<p>PS1020: Introduction to Social and Developmental Psychology PS1710: Historical Foundations of Psychology</p> <p>PS1020: Introduction to Social and</p>



	<p>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>	Developmental Psychology PS3051: Advanced Developmental Psychopathology
	<p>3. Stavrinides, P., Nikiforou, M., & 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>	PS3015: Crime, Impacts and Consequences PS2800: Forensic Psychology
	<p>4. Georgiou, S., Stavrinides, P., & Nikiforou M. (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>	PS3015: Crime, Impacts and Consequences
	<p>5. Stavrinides, P., & Nikiforou, M. (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>	PS3015: Crime, Impacts and Consequences
	<p>6. Nikiforou, M. & Stavrinides, P. (2016). <i>Victims of School Bullying: Predictors and Outcomes</i>. In: <i>Victims and victimization: Risk Factors, Intervention Strategies, and</i></p>	PS3015: Crime, Impacts and Consequences



	<p>Socioemotional Outcomes. New York: Novascience Publishers.</p>	
	<p>7. Nikiforou, M., Georgiou, S., & Stavrinides, 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>PS1020: Introduction to Social and Developmental Psychology</p>
	<p>8. Stavrinides, P., & Nikiforou, M. (2013). <i>Parenting: Challenges, practices, and cultural influences</i>. In Barberis, P., & Petrakis, S. (Eds). <i>Parenting: Challenges, practices, and cultural influences</i>. New York: Novascience Publishers*.</p>	<p>PS1020: Introduction to Social and Developmental Psychology PS1710: Historical Foundations of Psychology</p>
	<p>9. Stavrinides, P., Tsivitanou, A., Nikiforou, M.,Hawa, V., & Tsofia, V. (2013). Longitudinal associations between bullying and children's preference for television violence. <i>International Journal of Criminology and Sociology, 2</i>, 72-78. (peer-reviewed journal, open access journal)</p>	<p>PS3051: Advanced Developmental Psychopathology</p>
	<p>10. Stavrinides, P., Georgiou, St., Nikiforou, M., & Kiteri, E. (2011). Longitudinal investigation of the relationship between bullying and psychosocial adjustment. <i>European Journal of Developmental Psychology, 8</i> (6), 730–743. <i>Impact Factor: 2.06</i></p>	<p>PS3051: Advanced Developmental Psychopathology</p>



Lilia Psalta	<ol style="list-style-type: none">1. Soteriades, E.S., Psalta, L., Leka, D., Spanoudis, G. (2019). Occupational Stress and musculoskeletal Symptoms in firefighters. <i>International Journal of Occupational Medicine and Environmental Health</i>, 14 (32), 342-352.2. Psalta, L., Young, A.W., Thompson, P., & Andrews, T.J. (2015). Orientation-sensitivity to facial features explains the Thatcher illusion. <i>Journal of Vision</i>, 14: 9, 1-10.3. Psalta, L., Nikolaou, A., Soteriadis, E., & 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 '15.4. Psalta, L., Young, A.W., Thompson, P., & Andrews, T.J. (2014). The Thatcher illusion reveals orientation-dependence in brain regions involved in processing facial expression. <i>Psychological Science</i>, 25: 128-136.5. Psalta, L., & Andrews, T.J. (2014). Inversion improves the recognition of facial expression in thatcherized images. <i>Perception</i>, 43: 715-730.	PS2030: Cognitive and Physiological Psychology PS1030: Introduction to Psychobiology and cognition PS1030: Introduction to Psychobiology and cognition PS2030: Cognitive and Physiological Psychology PS3025: Brain, Treatments and Behaviour
Vasiliki Christodoulou	<ol style="list-style-type: none">1. Christodoulou, V., Flaxman, P., Loyd, J. (2021). Acceptance and Commitment Therapy in Group Format for College	PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour



	<p>Students. <i>Journal of College Counseling</i>. (in print).</p> <p>2. Christodoulou V. (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>3. Christodoulou, V., Fortune, L., Arslan, G., & 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>Assessment & Treatment</p> <p>PS1050: Being a psychologist PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour Assessment & Treatment</p> <p>PS2360 (Clinical Psychology) PS3085 Cognitive Behaviour Assessment & Treatment</p>
Dina Themistocleous	<p>1. Themistocleous, D. (2015). <i>How to future-proof a workplace health strategy</i>. Employee Benefits.</p>	<p>PS1720: Understanding Behaviour PS2010: Psychological Research 1: Design and Quantitative Methods</p>
Stella Tsigka	<p>1. Tsigka, S., Papadelis, C., Braun, C., & Miceli, G. (2014). <i>Distinguishable neural correlates of verbs and nouns: A MEG study on homonyms</i>. <i>Neuropsychologia</i>, 54, 87-97.</p> <p>2. Chan, S., Tsigka, S., Boschetti, F., & Capasso, R. (2010). <i>A computer-aided evaluation of error patterns in aphasic speech</i>. <i>Clinical linguistics & phonetics</i>, 24(11), 915-927.</p>	<p>PS2030: Cognitive and Physiological Psychology</p>

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| | <p>3. Tsigka, S., Papadelis, C., Braun, C., & Miceli, G. (2010). <i>The Neural Correlates of Morphosyntactic Processes: A MEG Study of Noun and Verb Homophones</i>. <i>Procedia-Social and Behavioral Sciences</i>, 6, 94-95.</p> | |
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- Σύμφωνα με τη ΕΕΑ απαιτείται περεταίρω έμφαση σε σημαντικές πτυχές της πρακτικής άσκησης.

«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.

(Feedback report from EEC experts, p.6)

UCLan Cyprus Response

We thank the EEC for the comments and agree that technical and practical classes are important for students' knowledge and skill development. The programme, in its current form, 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 the revised 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. 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). Students, in the revised PS2010 module, will also undertake and write up two labs. One of these will be an observational lab (such as the Strange Situation) and the other will be an experimental design which will include (but may not be exclusively) data collection via questionnaires.

Similarly, PS1720 (Understanding Behaviour) and the new PS2050 (Psychological Research 2: Qualitative Approaches and Analysis) include half an hour practical session for each hour and a half of lecture. In the new module PS2050, the core knowledge content of the module will be taught by lectures including discussions and activities within lectures. Students' skills of designing, conducting and writing up their own qualitative research studies will be developed within a series of small group practical sessions, where students will discuss issues affecting the design and conduct of research as well as practising practical tasks such as interviewing and coding in a supportive environment. This approach will be used for collecting data via focus groups and using one to one interview data.

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 simulate 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 also have the opportunity to participate in research studies as participants, in the context of the new module “PS1060 Topics in Psychology”, 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 regard 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 particular lab sessions in the context of the mandatory PS2030: Cognitive and Physiological Psychology module. Moreover, there are two optional modules, the PS3020 Neuropsychological Disorders and Techniques and PS3025 Brain, Treatments and Behaviour, which offer further specialization in psychophysiological measures. 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 (Αντιναρκωπικό 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.

Concluding our response, we would like to thank again the EEC and CyQAA Council for their positive and constructive comments allowing us to offer a high-quality contemporary, appealing and market-oriented programme.

Yours sincerely,

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