

Doc. 300.1.1

Date: 17/02/2021

External Evaluation Report (Conventional-face- to-face programme of study)

- **Higher Education Institution:**
University of Central Lancashire-Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πτυχίο Ψυχολογίας

In English:

BSc (Hons) Psychology

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating



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. Introduction

This part includes basic information regarding the onsite visit.

On 15/02/2021, a preliminary meeting of the EEC took place, in which first observations and comments on the application were exchanged and a briefing by the CYQAA officer was received.

The site visit took place on 16/02/2021. Due to the COVID-19 pandemic, the visit was run remotely, following this **schedule**:

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

10:10 – 10:40

- A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs: short presentation of the Institution
- A meeting with the members of the Internal Evaluation Committee

10:40 – 10:50

- A meeting with the Head of the department and the program's Coordinator.

Short presentation of the School's / Department's structure

10:50 – 11:50

- The program's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development

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12:00 – 13:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).
 - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programs.
 - Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
 - Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the program according to the EQF.
 - Discussion on assessment criteria, samples of final exams or other teaching material and resources.

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14:00 – 14:30

- Live streaming of courses

14:30 – 15:10

- A meeting with students and graduates.

15:10 – 15:30

- A meeting with the members of the administrative staff.

15:30 – 15:45

- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

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15:55 – 16.15

- Discussion among EEC members.

16:15 – 16:40

- A meeting with the Head of the department and the program's Coordinator - exit discussion (questions, clarifications).

The EEC studied the following **materials**:

Document: 200.1 -APPLICATION FOR EVALUATION – ACCREDITATION, including

- course descriptions
- detailed biographical notes (Forms 500.1.03)
- evaluation of quality standards and indicators, completed by the internal evaluation committee
- document on student staff liaison committee meetings
- academic regulations and assessment handbook
- test of English language level
- sample UCLan and UCLan-Cyprus awards
- handbook guide of the Psychology Placement module

+ virtual tour

+ recorded live streaming session

+ presentations and student work products made available on the day of the visit

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Patricia BIJTTEBIER	academic member + chair	KU Leuven
Corine DE RUITER	academic member	Maastricht University
Oliver WILHELM	academic member	Ulm University
Myrto DEMETRIOU	student representative	University of Cyprus
Chloe YIANNAKOU CONSTANTINIDES	psychologist	Council of Registration of Psychologists

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

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

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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-programmes-courses/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

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

- ✓ 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

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ 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 more 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 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.

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

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

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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

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

- ✓ 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

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ 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.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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

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

- ✓ Teaching staff is very committed and demonstrates ownership.
- ✓ Permanent staff retention is very good.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ 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.

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



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

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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

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

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ 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.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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 EEC 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

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

- ✓ 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

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ✓ 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.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*

- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

7. Additional for joint programmes (ALL ESG)

Sub-areas

7.1 Legal framework and cooperation agreement

7.2 The joint programme

7.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

7.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Choose answer
7.2	The joint programme	Choose answer

D. Conclusions and final remarks

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

- ✓ 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.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Patricia BIJTTEBIER	
Corine DE RUITER	
Oliver WILHELM	
Myrto DEMETRIOU	
Chloe YIANNAKOU CONSTANTINIDES	

Date: 17/02/2021