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Προς

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ΘΕΜΑ: Αναβολή λήψης απόφασης για το πρόγραμμα σπουδών Psychology (4 years, 240 ECTS, Bachelor Honours)

Έχω οδηγίες να σας ενημερώσω ότι το Συμβούλιο του Φορέα κατά την 68η Σύνοδό του, η οποία πραγματοποιήθηκε στις 14 και 15 Ιουνίου 2021, αποφάσισε να αναβάλει τη λήψη απόφασης για το υπό αξιολόγηση Psychology (4 years, 240 ECTS, Bachelor Honours) για τους εξής λόγους:

- 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 αποστέλνεται.

«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)

- 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)

«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)

«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[1]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)

- 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)

- 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)

- 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)



Αναμένεται η απάντησή σας, με συγκεκριμένα βελτιωτικά μέτρα πριν την έναρξη του χειμερινού εξαμήνου 2021.

(Δρ. Ελένη Δεληγιάννη)
για Πρόεδρο Φορέα Διασφάλισης
και Πιστοποίησης της Ποιότητας της
Ανώτερης Εκπαίδευσης