Doc. 300.1.2

Date: 08/10/2021

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Nicosia

- **Town:** Nicosia

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Ψυχολογία (4 έτη, 240 ECTS, Πτυχίο)

  In English:

  Psychology (4 years, 240 ECTS, Bachelor of Science)

- **Language(s) of instruction:** English & Greek

- **Programme's status:** Currently Operating

- **Concentrations (if any):** NA

  In Greek: Concentrations
  In English: Concentrations

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the onsite evaluation of the BSc in Psychology programme. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation.

The programme has been found by the EEC to be fully compliant with all European Standards and Guidelines subareas. No deficiencies in the quality indicators have been identified in any of ESGs.

We do welcome the Committee's recommendations for improvements, which will enhance the quality of our programme; they will be addressed in the corresponding sections below.

For simplicity purposes the *1) Findings, 2) Strengths, and 3) Areas of improvement and recommendations* are copied from the EEC report and presented here in *Italics.* The Departments response appears in regular font and indented under each area where a response is warranted.

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

The programme has been found by the EEC to be fully compliant with all criteria of this Assessment Area. No deficiencies in the quality indicators have been identified.

Findings

1.1.   Policy of Quality Assurance

At the University of Nicosia, external quality assurance is provided through various bodies and standards/regulations/laws, e.g., The Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters of 2015, the European Guidelines and Standards for Quality Assurance, the European Approach for Quality Assurance of Joint Programmes, the Private Universities (Establishment, Operation and Control) Law 109(1) of 2005, and the KYSATS – Cyprus National Academic Recognition Information Centre – NARIC Law.

Internal quality assurance is carried out by the University Internal Quality Assurance Committee (UIQAC), the composition, processes and responsibilities of which were recently updated to reflect the newest version of the European Standards and Guidelines of 2015. Through its subcommittees, the UIQAC assures quality at an institutional, departmental and programme level. The UIQAC consists of the vice rector of academic affairs (chair), one faculty representative from each school (at least rank of assistant professor), one faculty member who is actively involved in the delivery of distance learning programmes/course, one staff representative, the Head of Quality Assurance of the Medical School and two student representatives. In addition, each department of the university has a Quality Control Committee, composed of the head or associate head of the department, one faculty member and one student representative.

1.2.   Design, Approval, On-going Monitoring and Review

The program is designed with overall objectives (both general and specific) that are in line with the institutional strategy and it has explicit intended learning outcomes. The knowledge and skills the program aims at are aligned with the European Qualifications Framework (EQF) and the Cyprus

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CYQAA
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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National Qualifications Framework. Educational guidelines in undergraduate psychology programs of European (EuroPsy) and American (APA) organizations were consulted. In 2011, the proposed programme was evaluated and approved by the Evaluation Committee of Private Universities (ECPU).

Following the University of Nicosia Academic Rules and Regulations, all programmes and courses undergo periodic review. Based on feedback from the industry, alumni, students and professional associations, the review can result in a re-engineering of the program. When creating a new course or updating an existing one, several people are involved: several faculty members (instructor of the course, department faculty and head) participate in the design process and advisory council (consisting of representatives of professional associations and the Cyprus market) provides additional input in order to bridge the gap between theory and practice. Through regular consultation sessions, stakeholders are able to provide recommendations and feedback on the development of new programs and courses, the strategy to be developed on the delivery of programmes, and the quality of the programmes offered.

The program consists of 240 ECTS, of which 180 ECTS compulsory courses and 60 ECTS elective courses. Students have the option to replace two electives by a bachelor's thesis (12 ECTS). The first year is designed such that students mainly attend courses outside of psychology.

The program is delivered in Greek as well as English, creating opportunities for international students (other than Greek) to participate.

Course/faculty evaluation questionnaires are conducted every semester (at a minimum). Online facilities and services are available for students to provide feedback and express complaints.

Feedback is analyzed and answers are provided within set deadlines. "Board of studies" meetings allow students to interact with their instructors at the beginning and halfway through the semester to discuss issues pertaining to their studies.

1.3.   Public Information

All information regarding the program of study such as duration, ECTS workload, learning outcomes, course syllabi, semester breakdown, assessment methods etc. is available through the University of Nicosia website in a clear, transparent and structured manner.

1.4.   Information Management

Data on student applications, registrations, progression and drop-out have been presented in the documentation and during the visit.

Strengths

- *The University of Nicosia has established quality assurance procedures and each program is reviewed periodically.*
- *The program is well-designed and has a clear structure as well as an overall good selection of relevant content. It covers the main domains of psychological science and has a solid basis of methodological training. The guided choice provided in sections B/C/D (cf application p. 47) has the advantage of providing options but still making sure students get an introduction in each of the domains.*

- *Student feedback is asked every semester and the results are monitored and used for the optimization of teaching practice.*

Areas of improvement and recommendations

Compared to the number of ECTS devoted to research methods, the number of ECTS devoted to statistical training appears to be quite low. It is unlikely that throughout no more than two compulsory courses, students can acquire in depth insight in the statistical foundation of psychological research. According to the course description, learning outcomes largely focus on being able to use SPSS and calculate all sorts of statistics. A related concern pertains to the training in Psychological Testing, of which the amount of ECTS most probably do not allow in depth insight in the psychometric foundations of test construction and evaluation (e.g., classical test theory, item response theory,...) nor in the broader decision-making process of psychological assessment (e.g., use of the empirical cycle).

RESPONSE

We have seriously considered the committee's above two recommendations and as a result the following two changes were made to the relevant courses' content.

1. Having noted and appreciated the value of the EEC members' suggestion during the online visit discussions, we redesigned the two courses (1) *PSY-285 Research Methods* (6 ECTS) and (2) *PSY-351 Statistics in Psychology* (6 ECTS) to two new courses (1) *PSY-245 Research Methods & Statistics I* (6 ECTS) and (2) *PSY-295 Research Methods & Statistics II* (6 ECTS) where greater emphasis and ECTS allocation is placed on *statistical training* as per the EEC's recommendation (new course outlines available in Appendix 1).

2. With regards to the course *PSY-480 Psychological Testing*. Although, Item Response Theory, Classical Test Theory, etc. are part of the course, the syllabus and course description did not clearly depict that. *PSY-480 Psychological Testing* is an advanced level course and therefore students not only receive appropriate amount of instruction and get involved in in teachings, discussions and applications in these areas, but they are also asked to compare and contrast testing theories and apply their knowledge in real life cases brought to class. Based on the EEC's remark, the course outline has been modified and enhanced to include all areas that are taught and applied with students, including item response theory, classical test theory (and their comparison), SEM and other areas to be in line with the EEC recommendation (new course outline available in Appendix 1).

Section C/cluster II targets the domain of individual differences (differential/personality psychology). No doubt this is a crucial domain in which students should get at least one course. However, only one of the courses listed here really targets individual differences (PSY-250A); it might be advisable to replace the other course (PSY-380), e.g., by PSY-490 or PSY340).

RESPONSE

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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We appreciate the EEC members' recommendation in further enhancing the program pathway and we find ourselves to be in full agreement with their position. As a result, in **Section C/cluster (differential/personality psychology)** the two courses available are listed below, where *PSY-490 Theories of Intelligence* replaced *PSY-380 Learning* as per the EEC's recommendation (revised program pathway available in Appendix 2).

1   PSY-250A Psychology of Personality
2   PSY-490 Theories of Intelligence

Section E/Additional Psychology Requirements is a very broad and heterogeneous section, comprising both courses in core domains of psychology that are not yet covered in sections A-D (e.g., health psychology, theories of intelligence, ...) and more specialized courses in either clinical psychology or forensic psychology. It might be advisable to reconsider this section and possibly split it up in subsections to make sure that students do not end up with only specialized courses and by doing so miss out some core psychology domains.

RESPONSE

Similarly with the previous point, we appreciate the Committee's recommendation that will further improve the quality of the program pathway and we find ourselves to be in full agreement with this position. As a result, the course *PSY-385 Health Psychology* has been moved to **Section A: Psychology Core Courses** and with the move *of PSY-490 Theories of Intelligence* to **Section C/cluster** (see above point) we have satisfied the concerns raised by the EEC in their report (revised program pathway available in Appendix 2).

Although the fact that the optional status of the bachelor thesis is appreciated by at least part of the students, the EEC feels that the program would be strengthened by making it obligatory.

RESPONSE

The recommendation of the EEC is noted and we fully appreciate the academic value of an obligatory thesis element. This has been an issue of internal discussion also in the past. The current University policy across Cyprus (set by the Cyprus Agency of Quality Assurance in Higher Education) is that the thesis is not mandatory and the BSc in Psychology has abided by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development.

Recognizing the importance for our students to develop their research skills, it is important to note that students besides courses in Research Methods and Statistics (PSY-285 Research Methods, MATH-221 Statistics I, and PSY-351 Statistics in Psychology) are also required to take two courses, namely *PSY-395 Experimental Psychology* and *PSY-451 Research Experience.* In these two courses students work in small groups of 2-5, where they are expected to design, execute, and produce a report of publishable quality of their own research projects. In this manner we ensure that even students who select to replace Thesis with other elective courses have acquired the necessary research skills expected of Bachelor's holders in Psychology.

Student – centred learning, teaching and assessment

(ESG 1.3)

The programme has been found by the EEC to be fully compliant with all criteria of this section. No deficiencies in the quality indicators have been identified.

Findings

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

The University of Nicosia maintains a student-centered learning environment that promotes and encourages student interaction and feedback. A variety of teaching methods are used, including problem-based learning, workshops, experiential seminars, individual and group work and student presentations. Moodle, which is the Learning Management System currently used, offers a wide range of activities and resources to encourage constructive collaboration, formative and summative assessments, and peer assessment. Most courses include general and weekly forum discussions to enhance learning and promote interactivity, exchange of ideas, discussions and active class participation both on faculty-student and student-student levels.

2.2.   Practical training

In PSY460 Practicum in Psychology, students get the opportunity to learn by working in an applied setting. During the field placement, students observe and support the provision of psychological services. Working under the supervision of a qualified professional of psychological services, students are given tasks that are within the scope of their abilities and training thus far. The course requires the completion of 120 hours: 80 at the practicum site, 20 in classroom interaction and 20 in relevant seminars/workshops.

2.3.   Student assessment

Most courses are assessed via (mid-term and final) exams, sometimes in combination with written assignments. There is not much variation in assessment methods and a strong emphasis on summative evaluation at the end of the semester. The responsibility for the evaluation is taken by the instructor of the course; the program does not use peer feedback or double grading.

Strengths

The inclusion of the Practicum, which offers internship opportunities in a field setting, is a clear strength of the program.

Areas of improvement and recommendations

The thematic scope of the Bachelor program is considerably broader (including specialization opportunities in e.g., forensic psychology) than the narrow set of applied fields in which internship opportunities are provided. Also, in general, the students indicate that it is quite hard to obtain a field placement in a timely manner.

RESPONSE

We encourage and support students to seek internships in any applied field that is relevant to Psychology. We have established collaborations with several organizations in the community that offer psychological services to various populations (teenagers, adults and elderly, i.e. Agia Skepi Therapeutic Community, Red Cross) and accept our students for practicum. We are constantly working to expand our collaborations in the community and extend the list of placements in a way that serves our students' needs and interests. However, in Cyprus there are very limited options for practicum in certain applied fields of Psychology. For example, services of forensic psychology are offered at the Cyprus Police, which does not accept students for practicum. Despite these challenges, we offer students a number of internship opportunities in the fields of clinical psychology, counseling psychology and school psychology, where they can acquire a diverse set of practicum experiences in terms of the populations served, level of intervention provided (e.g., primary, secondary or tertiary interventions), etc.

During the pandemic crisis, for a period of time the majority of practicum sites did not accept students at their premises, following safety protocols. For this reason, a number of our students had to interrupt their practicums which led to a delay in completing that requirement. In the following semesters students were also affected and could not commence their practicums in a timely manner. Despite our efforts to provide the necessary accommodations to them, delays were inevitable. However, even in this difficult scenario, with careful planning all our students that were graduating were able to complete their practicum in a timely manner and were able to graduate as expected.

There appears to be different assessment formats, but exams and written work appear dominant. We would encourage staff to consider other assessment formats also (e.g., creation of video resources, poster presentation, public engagement activities, etc.).

RESPONSE

The EEC's recommendation is well received, and we will be implementing the proposed assessment formats in our course outlines wherever appropriate.

2. Teaching staff
   (ESG 1.5)

The programme has been found by the EEC to be fully compliant with all criteria of this Assessment Area. No deficiencies in the quality indicators have been identified.

Findings

3.1. Teaching Staff Recruitment and Development

The teaching staff is provided with training opportunities in teaching methods, adult education and new technologies based on a structured learning framework. The University of Nicosia offers pedagogical support through the Pedagogical Support Unit and the e-learning Pedagogical Support Unit. As one initiative of these units, a 12-week/36-hour workshop (Faculty Professional Development Seminars on Teaching and Learning Theory and Practice) is organized, in collaboration with the School of Education and the Technology Enhanced Learning Center of the university. This seminar, which is offered every Fall and Spring, is part of the University of Nicosia "Teaching Certificate Program for Faculty".

3.2. Teaching Staff Number and Status

The research and teaching staff consists of 28 academics actively involved in research and recognized by the academic community as experts in the field. Various members have served or serve as members of editorial boards of academic journals and are regularly invited to review papers submitted for publication. Faculty members have received research funding from international as well as national organizations to support their research output and the provision of student supervision and many of them hold close collaborations with world-leading academics in Greek, European and US universities. The university staff-student ratio approximates 1:20, which is considered good according to international standards. If needed, adjunct part-time staff can be hired to alleviate the teaching load of the permanent staff.

3.3. Synergies of teaching and research

All faculty members are expected to be involved in research. To facilitate ongoing involvement in major research activities and projects, full-time faculty may apply for Research Time Release from their teaching workload. Research Time Release is granted by the Research Committee on an individual basis and ranges from 3 to 6 hours' release (the norm is 6 hours). All faculty are committed to presenting and disseminating their research findings at international conferences, publishing their work in peer reviewed journals and getting engaged in research funded projects, both locally and internationally. The research interests and expertises of the faculty are linked to the courses in the program.

Strengths

● *Highly skilled teaching staff, who are responsive, engaged and are actively involved in research, with some national and international collaborations. Students are very positive about staff.*

● *Staff-student ratio is good.*

Areas of improvement and recommendations

Staff research could be strategically developed further by having clear streams of research, to which students could affiliate.

RESPONSE

The EEC's recommendation is well received. Indeed, at the Department we have identified this need and since last academic year we have been working towards the establishment of research groups with identified streams of research. This would allow for further collaboration between the faculty in the Department as well as interdepartmental and interinstitutional collaborations. The involvement of students in these research groups will of course be an essential part. Currently, the research across the Department is focused on: 1. Clinical and Health Psychology, 2. Social Psychology, 3. Criminology/Forensic Psychology, 4. Developmental Psychology, 5. Educational Psychology, and 6. Positive Psychology. More fine grained distinctions regarding the sub-components of these lines of research will be developed in the upcoming year and made available on the Departmental website. Some research groups are also currently applying for distinct recognition within the School/University, and will be added once successful in their applications.

Staff could be released further to conduct research by having some of their administrative tasks completed by local administrative support teams.

RESPONSE

The EEC's recommendation is well received and indeed this need has been identified by the department for some time now and in response has summitted a proposal to the administration of the University for administrative support.

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

The programme has been found by the EEC to be fully compliant with all criteria of this Assessment Area. No deficiencies in the quality indicators have been identified.

Findings

4.1.   Student Admission

Student admission requirements are based on the University of Nicosia Academic Rules and Regulations and adhered to in a consistent manner. The minimum admission requirement to the undergraduate programme of study is a recognized High School Leaving Certificate (HSLC) or equivalent internationally recognized qualification(s). Students with a lower HSLC grade than 7.5/10 or 15/20 or equivalent depending on the grading system of the country issuing the HSLC are provided with extra academic guidance and monitoring during the first year of their studies. Minimum English Language Requirements (ELR) for enrollment to the programme of study are set. Students who do not meet these criteria are required to take UNIC's NEPTON English Placement Test (with no charge) and will receive English Language support classes, if and as needed, from UNIC's International Gateway Centre (IGC). Compared to the documentation of the application, the currently used criteria for English language proficiency are more stringent (e.g., internet-based TOEFL >=80 instead of >=61). Student admission requirements are publicly available on the website of the program.

4.2.   Student Progression

All courses provide continuous evaluations and students get feedback throughout the semester, guaranteeing the monitoring of student progression.

4.3.   Student Recognition

If students have already obtained the expected learning outcomes in other learning contexts (formal, non-formal or informal), the associated credits can be awarded after successful assessment, validation or recognition of these learning outcomes. Credits awarded in one programme may be transferred into another programme offered by the same or another institution. Credit transfer and accumulation are facilitated by the use of the ECTS Key Documents as well as the Diploma Supplement.

Strengths for BSc Psychology

- *The admission process and criteria are clearly documented.*
- *Student progression criteria are clear.*

Areas of improvement and recommendations

In spite of the fact that since the time of application, the criteria with respect to English language proficiency have become more stringent, the new criteria (e.g., internet-based TOEFL >=80) are still at the lower side compared to international standards.

RESPONSE

We appreciate the comments made by the EEC members; in response, we have opened a discussion on this matter with the office of the Vice Rector of Academic Affairs as the criteria for English Language Proficiency for undergraduate programs are set centrally by the University in accordance with the guidelines set forth by the Cyprus Agency of Quality Assurance and Accreditation on Higher Education (CYQAA). All possible changes/amendments to the above will be publicized via the university website and will be incorporated into our program communication material and documentation.

4. Learning resources and student support
(ESG 1.6)

The programme has been found by the EEC to be fully compliant with all criteria of this Assessment Area. No deficiencies in the quality indicators have been identified.

Findings for BSc Psychology

5.1.   Teaching and Learning Resources

Teaching and learning resources appear to be sufficiently available and of good quality.

5.2.   Physical Resources

The virtual tour and the documentation provided show that the University of Nicosia has good building infrastructure (comprising 20 buildings) and offers a range of state-of-the art teaching/learning and research facilities.

5.3.   Human Support Resources

Human support resources appear to be appropriate to support the study programme. Administrative support is organized at the central level of the university.

5.4.   Student Support

Each student receives planning and academic counselling from the academic counsellors, the Head of the Department and the Programme Coordinator. The Centre for Research and Counselling Services (KESY) provides individualized psychological support to students who face personal challenges (e.g., learning disabilities, adjustment problems, family issues,...). The Student Success Centre (SSC) assists (primarily first-year) students in achieving their academic goals through tutorial services and workshops. The Student Affairs Department is committed to enrich the university experience and promote a full and active student life through accommodation services, roommate services, support of new arrivals, the organization of events and activities and career counselling. All available student services are described in detail in the Student Handbook, which is accessible electronically.

Strengths

- *Good student support given the good staff-student ratio and dedicated staff.*
- *Excellent state-of-the-art physical resources/infrastructure*

Areas of improvement and recommendations

The programmes can further exploit interdisciplinary working within other programmes within and out-with the Department.

RESPONSE

The EEC's recommendation is well received. Department faculty members have been involved in interdisciplinary projects with other departments within and outside our University. A good number of the Department's faculty members are currently involved in projects with colleagues from the Medical School, the Department of Life and Health

Sciences, the Institute of Neurology and Genetics, and Social Work programs, just to name a few. This collaboration will be further facilitated once the establishment of research groups with identified streams of research, discussed earlier, is complete.

EEC recommends considering non-academic administrative support at school/departmental level, which would allow academic staff to use more working hours for scholarly activities

RESPONSE

The EEC's recommendation is well received and indeed this need has been identified by the department for some time now and in response has summitted a proposal to the administration of the University for administrative support.

5. Additional for doctoral programmes
(ALL ESG)

NOT APPLICAPLE

7. Eligibility (Joint programme)
(ALL ESG)

NOT APPLICAPLE

B. Conclusions and final remarks

Overall, all three programmes we reviewed appeared to be well run and were largely compliant with national accreditation standards. We were particularly impressed with the course coordinators' efforts in compiling the paperwork and the presentations for our visit, which enabled us to get a clear picture of the university, department, and relevant programmes. They engaged with us in a very open and transparent manner. We would like to highlight that the staff appear well-suited to contribute to the programmes and have clearly demonstrated excellent support for their students, who fully appreciate their support.

The university's physical resources are excellent, and we would like to encourage the university to promote more interdisciplinary working, enabling staff and students to make full use of all facilities across departmental and school boundaries. This, we feel, will benefit students and help staff improve their research potential.

While we saw some good evidence of staff research being linked to their teaching, we felt that the full potential of their research capabilities are not currently being exploited. To this extent, we would urge the Department to clearly outline their research strategy, consider a few well-developed research themes, and attract students to work within these themes. This will enable the development of a critical mass of researchers (and research outputs) from research groups.

We saw excellent examples of how staff were involved in several leading national and international initiatives. We would however like to encourage the Department to consider more widely how the public and service users can be involved in various parts of the programmes (particularly, the clinical psychology programme).

RESPONSE

We thank the committee once again both for the positive evaluation, as well as for the constructive comments and suggestions and the fruitful discussion that we had with its members during the visit. We also thank the committee for the time and thoroughness it dedicated to the evaluation of the programme and for helping us improve the programme through the suggestions made. In preparation for the new academic year, we have already taken action and incorporated all recommendations of the committee as indicated above in our response.

We would like to highlight again the highly positive evaluation and comments of the committee which we consider as recommendation for accreditation, having satisfied the committee's recommendations.

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Marios Adonis	Programme Coordinator, Head of Department	
Prof. Klimis Mastoridis	Dean of School	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 4/10/2021

Course Code	Course Title	ECTS Credits
PSY-245	Research Methods & Statistics I	6
Prerequisites	**Department**	**Semester**
PSY-110, PSY-111	Social Sciences	Fall
Type of Course	**Field**	**Language of Instruction**
Required	Psychology	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Professor Menelaos Apostolou	2nd
Mode of Delivery	**Work Placement**	**Corequisites**
Face-to-face	N/A	None

Course Objectives:

The main objectives of the course are to:

- Introduce students to the research methods employed in research in psychology.

- Provide students with the knowledge necessary for understanding and evaluating basic scientific research at least from a methods perspective.

- To introduce student to the principles of statistics that psychologists use in order to analyze data, giving emphasis to training in the usage of computerized statistical packages.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Demonstrate knowledge of research design and statistical concepts and methods relevant to psychological research. In particular, students are expected to develop an understanding of the different research methods available in psychology, and be able to apply them in addressing specific research questions.

2. Demonstrate knowledge of basic statistical analysis techniques relevant to psychological research. In particular, students are expected to develop an understanding of why statistics are necessary in research in psychology, and to demonstrate knowledge of basic statistical tools that psychologists employ for analyzing behavioral data.

3. Demonstrate knowledge of the main SPSS commands required for data analysis, including computing and recording variables, selecting cases, drawing charts and running basic inferential statistics.

4. Demonstrate knowledge of how to write a research report using the latest edition of the APA manual.

Course Content:

- Introduction to research methods in psychology

- Qualitative research methods

- Experimental design

- Questionnaire design

- Fundamental principles of statistics

- Key principles such as sampling, randomization, null hypothesis, probability theory, and decision making; descriptive statistical methods; type I and type II errors

- Exploring Differences between variables

- Independent-samples t-test

- Paired-samples t-test

Learning Activities and Teaching Methods:

Interactive Lectures, Lab Presentations, Lab Tutorials, Practical Exercises

Assessment Methods:

Final Examination
Mid-Term
Project (1)
Active Participation

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Research Design and Methods: A Process Approach	Bordens, K. & Abott, B. B.	McGraw-Hill Education	2021	9781259922121
Research Methods: A process of Inquiry 9th edition	Graziano,A. M. & Raulin, M. L.	Allyn & Bacon	2019	9780137514830
SPSS Survival Manual (7th edition)	Pallant, J.	Open University Press	2020	9781760875534

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Publication Manual of the American Psychological Association (7th Edition)	American Psychological Association	American Psychological Association	2019	978-1433805615

Course Code	Course Title	ECTS Credits
PSY-295	Research Methods & Statistics II	6
Prerequisites	**Department**	**Semester**
PSY-245	Social Sciences	Spring
Type of Course	**Field**	**Language of Instruction**
Required	Psychology	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Professor Menelaos Apostolou	2nd
Mode of Delivery	**Work Placement**	**Corequisites**
Face-to-face	N/A	None

Course Objectives:

The main objectives of the course are to:
- Equip students with knowledge of statistical concepts and methods use in psychological research.
- Enable students to combine research methods with statistical analysis techniques in order to be able to able to address research questions.

Learning Outcomes:

After completion of the course students are expected to be able to:

5. Demonstrate knowledge of basic and more advanced statistical concepts and methods relevant to psychological research. In more detail, students are expected to demonstrate knowledge of basic and advanced statistical tools that psychologists employ for analyzing behavioral data.

6. Demonstrate knowledge of how to combine appropriate research methods with statistical analysis techniques in order to test specific hypothesis.

7. Demonstrate knowledge of the main SPSS commands required for data analysis including running basic and advanced statistical tests.

8. Demonstrate knowledge of how to present research findings in APA format.

Course Content:

- Experimental design
- Questionnaire design
- Chi-square test
- Mann–Whitney U test
- Wilcoxon Signed-Rank Test

- Correlation
- Regression
- One-way ANOVA
- One-way repeated-measures ANOVA
- Post-hoc tests
- Factorial ANOVA

Learning Activities and Teaching Methods:

Interactive Lectures, Lab Presentations, Lab Tutorials, Practical Exercises

Assessment Methods:

Final Examination
Mid-Term
Project
Active Participation

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
SPSS Survival Manual (7th edition)	Pallant, J.	Open University Press	2020	9781760875534
Research Design and Methods: A Process Approach	Bordens, K. & Abott, B. B.	McGraw-Hill Education	2021	9781259922121

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Publication Manual of the American Psychological Association (7th Edition)	American Psychological Association	American Psychological Association	2019	978-1433805615

Section A: Psychology Core Courses		
The following courses must be completed	**ECTS (90)**	
1 PSY-110 General Psychology I	6	
2 PSY-111 General Psychology II	6	
3 PSY-210 Social Psychology	6	
4 PSY-220A Child and Adolescent Development	6	
5 PSY-230A Brain and Behavior	6	
6 PSY-240 Abnormal Psychology	6	
7 PSY-260 Cognitive Psychology	6	
8 PSY-245 Research Methods & Statistics I	6	Restructure of PSY-285 Research Methods & PSY-351 Statistics in Psychology
9 PSY-295 Research Methods & Statistics II	6	
10 PSY-335 Educational Psychology	6	
11 PSY-385 Health Psychology	6	Moved from section E
12 PSY-395 Experimental Psychology	6	
13 PSY-451 Research Experience	6	
14 PSY-460 Practicum in Psychology	6	
15 PSY-480 Psychological Testing	6	
Section B: Cluster I – Cognition *Students must take at least one of the following two courses*	**Min.ECTS Credits:6** **Max.ECTS Credits:12**	
1 PSY-290 Cognitions and Emotions	6	
2 PSY-440 Language Development and Psycholinguistics	6	
Section C: Cluster II – Differential/Personality *Students must take at least one of the following two courses*	**Min.ECTS Credits:6** **Max.ECTS Credits:12**	
1 PSY-250A Psychology of Personality	6	
2 PSY-490 Theories of Intelligence	6	Moved from section E
Section D: Cluster III – Explanatory/Technological *Students must take at least one of the following two courses*	**Min.ECTS Credits:6** **Max.ECTS Credits:12**	
1 PSY-405 Clinical Psychology	6	
2 PSY-430 Techniques of Counseling	6	
Section E: Additional Psychology Requirements *Clusters I, II and III courses that are not used to satisfy Cluster requirements may be used in this section.*	**Min.ECTS Credits:42** **Max.ECTS Credits:48**	

1	PSY-205 Psychology of Personal Adjustment	6	
2	PSY-235 Psychology of Victims	6	
3	PSY-331 Psychology of Sexuality	6	
4	PSY-332 Forensic Psychology	6	
5	PSY-336 Correctional Psychology	6	
6	PSY-340 Culture and Psychology	6	
7	PSY-360 Psychology of Adulthood and Aging	6	
8	PSY-365 School Psychology	6	
9	PSY-370 Physiological Psychology	6	
10	PSY-380 Learning	6	Moved from section C
11	PSY-390 Child Psychopathology	6	
12	PSY-401 Theories of Mind	6	
13	PSY-411 Industrial/Organizational Psychology	6	
14	PSY-415 Criminal Profiling	6	
15	PSY-420 Theories of Counseling	6	
16	PSY-426 Social Psychology II	6	
17	PSY-435 Psychology of Terrorism	6	
18	PSY-470 Special Topics in Psychology	6	
19	PSY-491 Independent Research in Psychology	2	
20	PSY-491A Independent Research in Psychology	4	
21	PSY-491B Independent Research in Psychology	6	
22	PSY-495 Thesis I	6	
23	PSY-495A Thesis II	6	

Section F: Language Expression *ENGL-101, COMM-200 and BADM-332 are required.*	Min.ECTS Credits:18 Max.ECTS Credits:36
1 BADM-231 Business Communications	6
2 BADM-332 Technical Writing and Research	6
3 BENG-100 College English	6
4 COMM-200 Business and Professional Communication	6
5 ENGL-100 Basic Writing	6
6 ENGL-101 English Composition	6
Section G: Biological Science Requirements *BIOL-110A is recommended to students taking only one BIOL course; BIOL-101 is recommended to students who intend to take more than one BIOL course. Note that BIOL-221 requires prior completion of BIOL-101. BIOL-232 requires prior completion of BIOL-101 and BIOL-102. Students are discouraged from taking both BIOL-110 and BIOL-101.*	Min.ECTS Credits:6 Max.ECTS Credits:24
1 BIOL-101 General Biology I	6

2	BIOL-102 General Biology II	6
3	BIOL-110 Elements of Biology	6
4	BIOL-205 Human Anatomy and Physiology I	6
5	BIOL-206 Human Anatomy and Physiology II	6

Section H: Mathematics and Computers *Students must complete COMP-150 or COMP-151A, but may take both.* *MATH-221 is also required.*	**Min.ECTS Credits:12** **Max.ECTS Credits:18**

1	COMP-150 Microcomputer Applications	6
2	COMP-151 Computer Fundamentals	6
3	MATH-105 Intermediate Algebra	6
4	MATH-221 Statistics I	6
5	MATH-321 Statistics II	6

Section I: Humanities and Social Sciences *Students must complete 3 courses; at least one must have SOC or ANTH or PHIL prefix. One language course with a FREN-, GERM-, ITAL-, RUS-, SPAN-, or TURK- prefix may be applied to partially meet the requirements of this section.*	**Min.ECTS Credits:18** **Max.ECTS Credits:30**

1	ANTH-105 Cultural Anthropology	6
2	ART-110 Introduction to Visual Arts	6
3	ECON-200 Fundamental Economics	6
4	ECON-261 Principles of Microeconomics	6
5	ECON-262 Principles of Macroeconomics	6
6	ENGL-102 Western World Literature and Composition	6
7	EUS-103 Modern European History and Politics	6
8	HIST-201 World History to 1500	6
9	HIST-257 Modern Cypriot History and Politics	6
10	HIST-265 The US and World History Since 1945	6
11	LAW-241 Criminal Law I	6
12	LAW-242 Criminal Law II	6
13	MUCT-107 Music Appreciation	6
14	MUCT-110 Fundamentals of Music	6
15	PHIL-101 Introduction to Philosophy	6
16	PHIL-120 Ethics	6
17	SOC-101 Principles of Sociology	6
18	SOC-230 Sociology and Religion	6
19	SOC-340 Criminology	6
20	UNIC-100 University Experience	6