

Doc. 300.1.2

Date: 20.06.2023

Higher Education Institution's Response

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan Cyprus)

- **Town: Larnaca**

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

In Greek:

Μεταπτυχιακό στη Δικανική Ψυχολογία (90/130 ECTS,
Cycle 2)

In English:

MSc Forensic Psychology (90/130 ECTS, Cycle 2)

- **Language(s) of instruction: English**
- **Programme's status:** Currently ongoing
- **Concentrations (if any):**

In Greek: N/A

In English: N/A



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Placements were clearly highly valued by the students, although some hoped that links could be established with the Cyprus prison for placements. The organisation of the placements seems efficient and supportive, but as circumstances are changing will require continuous review.</p>	<p>We would like to thank the EEC for the feedback. We appreciate EEC's efforts and insights regarding the importance of placements to our students, and we are fully endorsing the recommendation. As a team, we highly value our students' feedback, and we are committed to provide them the best learning opportunities. We take into consideration your recommendation regarding the Cyprus Prison placement, and we will continue exploring the possibilities of working with them. In fact, this will be actively pursued in the next year (2024) through the implementation of the Erasmus+ funded project (ReCommit; https://recommit-project.eu/). Additionally, to this and until the collaboration with the Cyprus prison is formally established, we would like to highlight that we maintain a very close partnership with the British Base (SBA) police placement in Dhekelia Prison, where our students can gain hands-on experience in working with offenders, write reports, plan and deliver group work among other Forensic Psychology techniques in this setting. Since the establishment of this collaboration in 2018 our students have had the opportunity to gain practical knowledge and skills in a small scale and more controlled forensic environment.</p>	<p>Choose level of compliance:</p>
<p>Figures for where students go after they gain the MSc and their subsequent trajectories should be publicly presented. Equally, completion rates should be made available.</p>	<p>Thank you for your recommendation regarding the public presentation of our graduates' subsequent trajectories after completing our MSc in Forensic Psychology programme. We have contacted our Marketing team to enhance the information of the programme's website with this specific information.</p> <p>Currently, the programme's website has a section dedicated to alumni testimonials, which includes information on their professional achievements and the way in which their education at our institution has helped them succeed in their respective fields. Please see the link here.</p> <p>We also understand the importance of providing our stakeholders with future career paths after</p>	<p>Choose level of compliance:</p>

	<p>the completion of our course. Information on this could be found here.</p>	
<p>The EEC felt that equality and diversity amongst the student body and the materials presented require more attention. It was explained that care is taken to introduce students to working with people from different ethnic groups since Cyprus is increasingly multiethnic. However, attention to theoretical understandings of ethnicity and the large literature on everyday practices of equality, diversity and inclusion of, for example, protected characteristics needs more attention.</p>	<p>We appreciate the EEC’s feedback regarding the need for further attention to be given to equality and diversity in the MSc in Forensic Psychology programme at UCLan Cyprus. We acknowledge the importance of these issues, and we would like to ensure that the course materials and content running this year, is more inclusive of different ethnic groups and reflect current best equality process in the field. Please see in appendix 1 amendments across the various modules which address this matter.</p> <p>Apart from academic practices, we currently aim to provide opportunities for students to gain practical experience working with diverse populations, in the classroom and beyond (during their practical experience i.e. in social settings such as Red Cross, Hope for Children CRC Policy Centre as well as Sovereign Base Area Prisons, which mainly include diverse populations). Of course, the team will make every effort to expand its network of partners with multicultural dimension, serving diverse populations.</p> <p>Finally, Equality, Diversity and Inclusion (EDI) is also recognized as an important target for the university, which has set an ambition for enhancing the sense of belonging and eliminating inequalities: https://www.uclancyprus.ac.cy/discover/equality-diversity-inclusion/. A specially formed committee monitors and drives the process to ensure that all programmes and services are aligned with the university’s policies and values regarding equality, diversity, and inclusion.</p>	<p>Choose level of compliance:</p>
<p>The EEC did not find a written policy for student support and recommends that, if one does not exist, that one is devised for quality assurance.</p>	<p>Thank you for your recommendation. We want to clarify that we have a comprehensive policy in place for student support, which is detailed in section 12 of the application (titled: student welfare mechanisms for monitoring the sufficiency of student support student experience and engagement committee) pages 35-45. This policy outlines our commitment to providing a supportive environment for all our students, including academic engagement and employability, students at risk, social and public engagement, counselling services, special</p>	<p>Choose level of compliance:</p>



	<p>educational needs etc.). We also ensure that our students are aware of this policy and have access to it at the beginning of their studies. Lastly, we believe that our policy reflects our dedication to supporting our students throughout their academic journey and we are committed to upholding this policy to the highest standards.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Given that the two years constitute a professional programme, the development of intrapersonal skills associated with ‘personal development’ is rather limited. While there is a strong emphasis on development of professional competencies, the inclusion of elements that would allow for the development of a more reflective practice are recommended. Working in forensic settings can be demanding and at times disturbing and will certainly challenge participants’ world views.</p>	<p>We appreciate the feedback provided by the EEC and fully agree with the importance of personal development in the practice of a fully prepared Forensic Psychologist. At UCLan Cyprus we take this aspect very seriously and have implemented several measures to support our students in this regard.</p> <ol style="list-style-type: none"> 1. During the practical experience, our students receive regular (weekly 1 hour) supervision which allows them to have one-to-one support on their experiences while working in challenging settings. Personal and interpersonal skills development is strongly embedded and emphasized within the supervisory process through the formation of the supervisory relationship, the recognition of personal strengths and areas for improvement as well as reinforcing self-care and self-reflection practices. 2. We offer 2 hours weekly peer support supervision, which allows students to reflect on their practical experiences, personal competencies, share fears and worries with their fellow classmates, under the guidance of trained psychology staff. 3. We provide students with biweekly 1.5 hour group managerial supervision, which allows students to identify, reflect on and problem-solve any professional challenges that they encounter on placements during their practical year. 4. We prepare our students from their 1st year for personal 	<p>Choose level of compliance:</p>

	<p>challenges in this field, via class practice, which includes group discussions, reflective work assessments, case studies presentations and tutorials.</p> <p>5. Lastly, we provide counselling support services offered at our Psychological Wellbeing and Counselling center if they are faced with difficulties in coordination with their supervisor, peer support supervisor, practical year tutor as well as the course leader. Again, this support is offered to both 1st year as well as practical year students.</p> <p>The support system aims to ensure that our students are equipped with the necessary tools and support to navigate any personal challenges that may arise in their future work and personal lives.</p> <p>We understand that these provisions may not be so clear in the Forensic Practicum Course Handbook, so we added a new section (section c) to add more clarity on the personal competencies expected from our students, as well as information on how they can receive additional counselling and support during their practical year. This new section can be found under “1.1 Rationale, aims and learning outcomes of the course” pages 3-4. (See section c. at Forensic Practicum handbook).</p>	
<p>The amount of work expected from students is not consistent across modules. For example, ‘Contemporary and complex issues in forensic psychology’ is a 20 ECTS module. It is assessed by a two hour exam and a 5000-word essay. On the</p>	<p>Thank you for bringing this to our attention. We apologize for any confusion and inconsistency in our module assessment requirements. We agree with the committee’s observation and have reviewed our assessment policy to ensure consistency across modules. As a</p>	<p>Choose level of compliance:</p>

<p>other hand, 'Forensic risk assessment' is a 10 ECTS module and is assessed by a two-hour exam and a 4000-word essay. This seems inequitable</p>	<p>result, we have amended the assignment for 'Forensic risk assessment' modules to align with our assessment policy which is 20 ECTS (5,000-word essay and 2-hour exam) and 10 ECTS (2,000-word essay and 1.5-hour Exam), respectively. We have also updated the module descriptor for the "Forensic risk assessment module" to reflect the appropriate changes (see Appendix 1).</p>	
<p>The EEC has been provided with a document titled MSc Level 7 Marking Criteria where it is explained that "The department uses a restricted range of marks on the percentage scale. The following are the only marks that may be used for an individual piece of work – i.e. project, individual piece of coursework, or an exam answer." It is not clear to the EEC what these numerical assessments mean in a more qualitative sense.</p>	<p>We understand the confusion raised by the committee regarding the clarity of the numerical assessment scale used in our MSc Level 7 Marking Criteria. We would like to clarify that the full marking criteria are explained in detail in section 2.1.6.1 of the Assessment handbook in page 6 (see the respective extract in appendix 4).</p>	<p>Choose level of compliance:</p>
<p>While the placement handbook clearly documents how the placement year will be assessed, the EEC could not find a template set out for the supervisor's evaluation. Such a template would secure consistency among supervisors in the methods they are using to evaluate students and would ensure the achievement of a number of skills contributing to satisfying the competencies required of a licenced psychologist.</p>	<p>Thank you for bringing this to our attention. We agree with the committee that having a standard template for supervisors' evaluation would help ensure consistency and clarity in the evaluation process. We already have a template that outlines the specific competencies required of a licensed psychologist and includes guidelines for supervisors which is currently uploaded on the student portal (Blackboard). This document is completed by student's clinical supervisors after the completion of each term. Both Students and supervisors have access on the template, however, we will ensure that the template is included in the Forensic Practicum Course Handbook (Appendix I) and we will again ensure that it is easily</p>	<p>Choose level of compliance:</p>

	<p>accessible to our students and their supervisors.</p> <p>Secondly a final supervisor’s evaluation document is available, mirroring the summative (core and practical) competencies sought to be achieved during the practicum year. This evaluation is completed by the course leader at the end of the practical year after having reviewed the clinical supervisor’s evaluations. This template is now included in the Forensic Practicum Course Handbook (Appendix I)</p>	
<p>The necessary competencies for the successful completion of the practicum are set out and divided into core and practical competencies. It would have been useful to know how these competencies satisfy the competencies required by the licensing board of Cyprus. The document provided by the regulatory body in Cyprus to the EEC does not highlight these specific competencies.</p>	<p>Thank you for your question. Based on the information provided, we must clarify that the regulatory body in Cyprus does not have specific competencies outlined for Forensic Psychology or any other Psychology specialty. Rather, it has general professional activities for the psychology profession which are briefly defined in the law regulating the profession. In addition to these, and in the absence of specific required competencies by the Cyprus regulating body as well as an effort of the team to strengthen programme, we decided to align the programme with the British Psychological Society’s (BPS) Forensic Psychology competencies. This can ensure that our students are equipped with the necessary skills and knowledge to meet the international standards for forensic psychology practice. To this end, the programme documentation provided to the EEC includes information on how the core, practical and personal competencies are reflected in this course and the team continues to review local and European standards to update when needed.</p>	<p>Choose level of compliance:</p>

<p>The placement supervisor is not always a licenced psychologist. This is seen to be a limitation. In many countries in the EU placement supervisors are required to be specialized in the placement area and to be licenced psychologists. The current lack of qualified forensic psychologists in Cyprus may not support such an arrangement, but it would be desirable in the future.</p>	<p>We agree with the EEC’s observation and recognize the importance of having placement supervisors who are licensed psychologists and, in our preference, forensic psychologists. Regarding placement supervision by a licensed psychologist, this is currently the practice in all placements except one (the SBA prison which does not employ a qualified psychologist). Provisions have been made however, that students are adequately and weekly supervised through a close collaboration with the University’s supervisor team for this important placement. Additionally, we are successfully collaborating with external Forensic Psychology supervisors from the UK (i.e., Forensic Psychology Practice Ltd).</p>	<p>Choose level of compliance:</p>
<p>The EEC recommends introducing the use of case studies to guarantee the interconnection between theory and practice throughout the first year.</p>	<p>We appreciate the recommendation of the EEC and would like to clarify that the use of case studies is already an integral part of our teaching approach. Almost all of our modules, including PS4808, PS4804, PS4805, PS4821 and PS4822, incorporate case studies throughout lectures, group discussions, assessment reports as well as exams. We believe that case studies provide an excellent opportunity for students to connect theory with practice and develop critical thinking skills.</p>	<p>Choose level of compliance:</p>
<p>The process of teaching and learning is flexible. Consideration has been given to timing of lectures, taking account of the fact that some students are employed. This may however have the unintended consequence of excessive lecture time.</p>	<p>We appreciate the committee’s feedback and we would like to assure the EEC that the students workload is thoroughly considered and balanced in line with ECTS requirements, allowing for a reliable learning progress while considering lecture time, working, as well as evenly distributing individual time, allowing balanced learning experience. In general, for students, who choose to work we advise</p>	<p>Choose level of compliance:</p>

	<p>them to complete the programme on a part-time mode.</p>	
<p>The fact that optional workshops are created to address any methodological or statistical issues the students might face creates a discrepancy in terms of the learning outcomes. The risk is that some students, in opting not to take workshop courses, fail to develop certain skills which may be useful in the future. While the EEC considers that everything taught in the methods course is valuable, it may be too densely packed and the learning outcomes should be adjusted to reflect what is practically feasible. The EEC is of the view that more attention is to be given to qualitative approaches. Too much emphasis is placed on quantitative approaches.</p>	<p>We would like to thank the EEC for the recommendation and clarify that our optional workshops are open to all the students to participate, and we actively encourage all students to attend. We should further clarify that these workshops are beyond the programme’s curriculum and they are not intended to cover compulsory material for the programme, but rather to allow students to strengthen/recap their existing knowledge. The material covered in the non-optional sessions of the course, thoroughly and sufficiently covers the intended learning objectives. The optional workshops have a complementary/reinforcing role. We agree that it is important for students to develop a broad range of skills, including both qualitative and quantitative approaches, as part of the programme’s curriculum. This was taken into consideration during the design of the programme and its modules. In particular, we would like to highlight that PS4980 (Advance Forensic Psychology Project) thoroughly covers qualitative research methods. Additionally, fundamental aspects of qualitative research are briefly addressed in PS4700 (Advanced Methods in Psychology).</p> <p>To further ensure that more emphasis is placed on the development of qualitative approaches, we have reviewed and amended the learning outcomes of PS4980 to ensure that they are both practically feasible and appropriate for the development of our student’s skills in qualitative approaches. Please note that PS4700 already includes learning</p>	<p>Choose level of compliance:</p>



	outcomes of qualitative approaches. Please see new learning outcomes added to the PS4980 Module at Appendix 1.	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In order to attract students to the programme, the EEC recommends that the academic staff institute a seminar programme with outstanding international researchers in forensic psychology. This can be both online and in person to reduce costs.</p>	<p>We agree with the recommendation of the EEC and we would like to clarify that UCLan Cyprus has already instituted a seminar programme with outstanding international researchers in Forensic Psychology, such as Prof Anthony Beech (PhD, DSc, CPsychol, FBPsS, specialized in sexual offending and founder of the integrated theory of sexual offending), Prof Liam Graig (PhD, DClinPsych, FBPsS, specialized in working with learning disabilities in Forensic population), Dr George Alevizopoulos (Forensic Psychiatrist, specialized in Forensic mental health), and Prof Olga Themeli (PhD, specialized in issues related to suicidality in Forensic Settings). Dr Irene Hadjioannou a consulting forensic psychiatrist, presenting on the role of psychopharmacology in forensic psychology, Dr Maria Petridou, an active researcher in European prison settings who presented on the challenges and implementation of training in forensic institutions and others.</p> <p>These seminars are offered both in-person and online to reduce costs and increase accessibility for our students.</p> <p>As per the EEC's recommendation, we will continue to develop our network and invite internationally renowned researchers to share their knowledge and expertise with our students in the form of face-to-face and online seminars.</p>	<p>Choose level of compliance:</p>
<p>While the academic staff emphasised the support available for</p>	<p>We strongly agree with the EEC's recommendation, as research is one</p>	<p>Choose level of compliance:</p>

<p>writing proposals and publications, it is essential that those with few publications are supported to improve their research output. This is crucial for maintaining the viability and status of the programme.</p>	<p>of the strategic priorities of the Department and the programme. The professional development of the academic staff is taken seriously while offering a range of support mechanisms to assist staff in their research outputs. The research output is part of the Annual appraisals, where staff can receive feedback on their research progress and identify areas where additional support or training may be needed.</p> <p>During the appraisals, there is a productive collaboration between the Head of School and the academics, where feedback is provided on their research output, and appropriate measures are taken. For example, an academic may be given a reduction in teaching and admin workload, to allocate more time towards research.</p> <p>Also, the University offers a range of workshops and trainings on topics related to proposal writing and to secure funding for research projects.</p> <p>Another aspect used for the support of the staff is Sabbaticals, which offers the opportunity to the staff, to take extended periods of time away from teaching and administrative duties to focus exclusively on research projects.</p> <p>This can be particularly useful for those with few publications as it allows them to dedicate significant time and effort to their research.</p> <p>Lastly, The University also operates a university-wide academic mentoring scheme, the Research and Innovation & Enterprise Mentoring (RIEM) scheme. Through the RIEM scheme, early career academics are partnered</p>	
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	<p>with more experienced academic staff (their mentors) who will support and guide them through their early career years.</p> <p>In addition to the University RIEM scheme, UCLan Cyprus academics enjoy further mentoring from colleagues in UCLan UK. We currently have three peer groups (early career, mid-career and professor groups), in which academics from both campuses are members. Academics who are members of these groups, enjoy two main benefits, which is the exchange of information, ideas and practises with other academics who are at the same career level as them, and the group mentoring from more established academics.</p> <p>Furthermore, we recently established joint research centres with UCLan UK. The primary aim of the centres is to bring together young, early career researchers and well-established researchers in a specific area (each centre has a specific research focus), from both Universities, for the purpose of implementing innovative, state-of-the-art collaborative research projects. Although the development of the centres is very recent (December of 2020), it has already proven beneficial for UCLan Cyprus academics, as they submitted joint proposals for research funding, and they are currently co-supervising PhD students with UCLan academics. An additional benefit of the centres is the research mentoring of UCLan Cyprus academics by very well-established researchers of the centre. The University has developed a formal mentoring process between the two campuses, where academics from both campuses have regular</p>	
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	meetings as groups and as individuals.	
<p>It should be clarified what is meant by the phrase “Forensic psychology research project ... should make a contribution to the discipline” [p. 73].</p>	<p>The phrase “Forensic psychology research project ... should make a contribution to the discipline” [p. 73] should be understood as: <i>“Students are expected to take a significant role in creating, conducting, analyzing and interpreting the results of an original and comprehensive empirical study that fills gaps in the existing literature and contributes to the advancement of the discipline of forensic psychology.”</i></p> <p>The above section has been replaced in the current version (see Appendix 1).</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The possible use of interviews in the admission process introduces a measure of legal uncertainty into the process. Research shows that it is risky to give too great a weight to interview results when evaluating people, since, for example, the interviewed person may have had “a bad day”. The EEC considers that the reasons for and the processes involved in, admissions interviews should be made explicit and transparent to the candidate. Therefore, the EEC recommends that the criteria for when a candidate should be called to an interview and how the results should be used in the admission process are formulated explicitly and made public.</p>	<p>We appreciate the EEC’s concern about the potential legal uncertainties associated with admissions interviews. We recognize the importance of transparency in the admissions process, and therefore we would like to ensure that our admissions process is fair, transparent, and consistent. To do so, we prepared a list of admission criteria to safeguard that students have the required academic skills as well as overall competencies for a future career in forensic psychology.</p> <p>We agree that the interview on its own could be problematic. For this reason, an interview is used only as an additional indication of the fitness of a candidate to join the programme, that is not used to exclude them, but rather to provide an additional opportunity on top of their application. Understanding that a candidate could have a “bad day”, when the interview becomes a matter of consideration, a second opportunity is given to the candidates, to defend their qualification.</p>	<p>Choose level of compliance:</p>
<p>In general, the programme’s certification process appears stable, and the APL accreditation system appears well developed and regulated by explicit and fair principles.</p>	<p>Thank you for your kind feedback. We are glad to hear that you find our certification process stable, and the APL accreditation system well developed and regulated by explicit and fair principles. We take pride in ensuring that our accreditation and certification process are of the highest standards and strive to continuously improve them.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It is not clear from the material the EEC received if the spaces assigned for the students' study and work are sufficient in practice, since the workspaces assigned are shared with all other students at the university. Too few study places could be a problem for example at specific times during the semester or just ahead of examinations, etc. The EEC suggests that students' use of study places is evaluated.</p>	<p>We would like to thank the EEC for the observation and recommendation and note that we appreciate the EEC's concern regarding the availability of study spaces for our students. We want to reassure the EEC that we have several designated quiet study areas on campus, including study rooms inside the library and adjacent to the library, that can be booked by students for their exclusive use. We constantly monitor the availability and usage of these spaces to ensure that they meet the needs of our students, and we welcome feedback from our students regarding their study space requirements. In addition to the previously mentioned study rooms on campus, the university has also implemented a user-friendly process for students to check the availability of these rooms. By simply scanning their ID card, students can quickly access the real-time status of study spaces, making it easier for them to plan their study sessions and maximize their use of the available resources. Regardless of the abovementioned available rooms, psychology students also have their own study space (PSYCHOLOGY LAB). Additionally, the School also has its own space utilized only by the students of the School (InSPIRE).</p>	<p>Choose level of compliance:</p>
<p>The extent to which, and how, the IT facilities have been usability-evaluated is not clear from the programme's evaluation application, except as mentioned in a general way in the context of the 2013 prize described above. If the university does not have an explicit policy for</p>	<p>IT facilities are handled by the University's IT department that evaluates the facilities on an annual basis and takes any action as necessary. This evaluation is also informed by students and staff feedback received as part of each programme's annual monitoring</p>	<p>Choose level of compliance:</p>

<p>how the various parts of its IT facilities should be usability-tested, the EEC recommends that such a policy should be formulated and implemented.</p>	<p>process. We have already informed the University's IT Department of the EEC's recommendation.</p>	
<p>If it does not have one, it is recommended that the school and programme set up an action policy plan with respect to how to handle the students' potential use of the Chat GPT program and similar programmes.</p>	<p>We would like to thank the EEC for providing us with the opportunity to provide information on the very current and important aspect of the use of Chat GPT (and other similar AI software). Given the latest advancements in AI and in a proactive manner, the School and programme already have an action plan in place to educate students as well as prevent the use of such software for gaining an unfair advantage when it comes to the completion of assessments, since the beginning of the year. Students have been informed about the University's approach to the use of AI software, and similarly, the academic staff. Additionally, relevant information has been posted on the student portal and assignment briefs, to reinforce the information to students. Specialised trainings have also been delivered by the University's Teaching and Learning Enhancement Committee.</p> <p>It should be further noted that the University is using the TurnItIn plagiarism detection software that has been updated to the latest version, which automatically identifies for each student submission whether there was any use of AI software and provides an "AI score", in addition to the "Plagiarism score". This is used by the academics to assess whether additional scrutiny is needed for assessing the submission.</p> <p>Finally, we note that since this is a rather new development, still rapidly evolving, we continuously monitor the situation and the</p>	<p>Choose level of compliance:</p>

	<p>response of international professional bodies and Higher Education institutions across Europe and the World.</p>	
<p>If it does not have one, it is recommended that the school and programme set up an action policy plan with respect to how to handle the students' potential use of the Chat GPT program and similar programmes.</p>	<p>UCLan Cyprus in collaboration with UCLan, UK is working on the amendment of the academic integrity policy and procedure for academic misconduct to include the use of AI tools. Please see in Appendix 2 the approach to be used.</p>	<p>Choose level of compliance:</p>

6. Additional for doctoral programmes – N/A
 (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) – N/A
 (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>By virtue of its link with UCLan UK, the MSc in Forensic Psychology provides a qualification that is comparable to those in other countries and supports cross-border mobility of students, academic staff and professionals in keeping with the EQF.</p>	<p>We appreciate the EEC's acknowledgement of the value of our programme's link with UCLan UK and its contribution to promoting cross-border mobility.</p>	<p>Choose level of compliance:</p>
<p>The MSc in Forensic Psychology has improved the landscape of forensic psychology in Cyprus and is likely to continue to do so.</p>	<p>We appreciate the EEC's recognition of our efforts and will strive to maintain and improve the programme in the future.</p>	<p>Choose level of compliance:</p>
<p>The programme produces high levels of student satisfaction in relation to course content, placement and staff support. However, it may be challenging to maintain this if student numbers increase as planned. Preparations should thus be made for an increase in student numbers.</p>	<p>We would like to thank the EEC for highlighting the positive feedback regarding students' satisfaction with the MSc in Forensic Psychology. We are committed to maintaining the quality of our teaching and learning processes, as well as ensuring the satisfaction of our students, even as we plan to increase student numbers. To ensure the continuation of our high-quality teaching and learning processes, the programme and its resources are reviewed on an annual basis, as part of the annual monitoring process) and actions are taken accordingly. The annual review is informed by student feedback, academics, professional bodies (Cyprus and UK), external partners, and the programme's external examiner. Also, as part of the programme's annual monitoring, the expected programme recruitment is reviewed and necessary resources related to the expected number of students are secured.</p>	<p>Choose level of compliance:</p>
<p>Further efforts should be made to integrate the theoretical and practical elements of the programme both in years one and two.</p>	<p>Thank you for your recommendation regarding the integration of theoretical and practical elements of the programme. We agree that our students are not only exposed to theoretical knowledge but also receive hands-on-practical experience. In the current course, we integrate theoretical and practical elements through various methods such as lectures, incorporating assignments, case studies, and group discussions</p>	<p>Choose level of compliance:</p>

	<p>to promote active learning and application of concepts to real-world. For example, the module PS4821, provide students with insights into the challenges faced by forensic psychologist in professional settings. Additionally, we offer the opportunity for students to explore the possibility of volunteering in relevant organizations or settings, which offers them the opportunity to apply their knowledge and skills, while contributing to the community and gaining valuable hands-on experience. In year two (practicum module) the link between theory and practice is explicit. In each weekly seminar a theoretical model is introduced and supported through the research evidence base. This theoretical knowledge is then directly linked to hands-on practice through multiple learning methods: (1) use of vignette case study to apply the theory, (2) live or video demonstrations of the theory-based practice, (3) student practice through role play activity, (4) student practice on placement, (5) reflection of practice in supervision.</p>	
<p>Efforts should be made to ensure that early career academics are fully supported to engage in research and publication at an international level.</p>	<p>The university agrees that early career academics must be supported to engage in high quality research. Please refer to our response in Section 3 (pages 13-15).</p>	<p>Choose level of compliance:</p>
<p>The area of Equality, Diversity and Inclusion needs further attention in terms of theoretical and practical understanding that moves beyond pointing out the diversity of Cypriot society.</p>	<p>We would like to note that Equality, Diversity and Inclusion (EDI) is part of the main priorities of the university, which has set its own ambition plan until 2028 and has formed a University committee (EDI Committee) in 2021 to help steer its actions and monitor the results. Among many other things, the EDIC focus and plan includes:</p> <ul style="list-style-type: none"> - enhancement of the teaching & learning activities (and content) to better reflect an inclusive and diverse community, including guests' speakers from a diverse pool, representing different groups and views - trainings for ensuring our research and research activities evolves and remains inclusive and fair - trainings at the staff level to increase awareness, and also to improve our culture in terms of EDI (including recruiting staff, students, and day to day interactions). 	<p>Choose level of compliance:</p>

	<p>Our ambition and EDI statement are available on our website at: https://www.uclancyprus.ac.cy/discover/equality-diversity-inclusion/</p>	
<p>Data collection and analysis of students' success rates and graduates' professional destinations are recommended.</p>	<p>The University currently collects and analyses student data across multiple dimensions, such as Students, Programmes, Schools and University. Each dimension is described by a comprehensive set of attributes, such as age, gender, ethnicity. Appropriate analytical tools enable the extraction of such data for statistical purposes, adhering to the national and international regulations, such as GDPR, using appropriate data anonymization pipelines.</p> <p>It should be noted that such data is an integral part of the annual programme monitoring process. The following minimum statistical data is currently considered and presented on the annual course leader report (i.e., programme evaluation report) for each programme of study:</p> <ul style="list-style-type: none"> ○ Application data, which includes: <ul style="list-style-type: none"> ▪ Applications by age ▪ Applications by gender ▪ Applications by residency ▪ Applications by ethnicity ▪ Applications by declared disability ○ Enrolment data, which includes: <ul style="list-style-type: none"> ▪ New enrolments ▪ Enrolments by age ▪ Enrolments by gender ▪ Enrolments by residency ▪ Enrolments by ethnicity ▪ Enrolments by declared disability ○ Progression data, which includes: <ul style="list-style-type: none"> ▪ Completion of studies ▪ Withdrawal of studies ▪ Interruption of studies ○ Completion of study data, which includes: <ul style="list-style-type: none"> ▪ Completion by age ▪ Completion by gender ▪ Completion by residency ▪ Completion by ethnicity ▪ Completion by declared disability <p>It is also worth mentioning that upon its completion, the Course Leader report is made available to all the students of the programme.</p>	<p>Choose level of compliance:</p>





	<p>Furthermore, the course leader reports are considered by each Head of the Department/School, who prepares a School Report, reflecting on student progression, student demography, programme teams, learning resources and any other student engagement activities. The School reports are informing the University annual report that is completed by the Rector and it is considered by the Students, Teaching and Quality Committee at UCLan UK. An Action Plan is devised upon reflection on the following points:</p> <ul style="list-style-type: none"> • Consideration of the progress on achieving the actions or outcomes from the previous year • The statistics for the campus • The student, course team and External Examiner feedback • The learning resources • The liaison with the UCLan host School and UCLan services • Confirm any issues that should be referred to the University <p>Moreover, collection of formal alumni information and communication is primarily handled centrally by the University's Student Support Office and the University's Alumni officer. Given the young age of the University and the small number of students/graduates, until recently, alumni specific information was not available or representative to be formally shared with students, although anecdotal information is always shared with students as well as general information about future employability and potential career pathways.</p> <p>In its efforts to strengthen the collection of information and further support its alumni, the University has recently established an Alumni Association, basic details of which are specified on its website at https://www.uclancyprus.ac.cy/connect/alumni-association/. The University has also established the UCLan Cyprus Alumni Steering Committee</p>	
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	<p>after elections in July 2020. The steering committee is now in office and comprises of a dynamic group of graduates who together with the UCLan Cyprus academics, support the University in its efforts to establish a strong alumni network, whilst administering the Alumni Association of the University. The members of the committee aspire to provide a constructive platform for networking with fellow graduates and aim to support current students by sharing knowledge and expertise on how to advance their career path post-graduation. Moreover, aiming to establish a strong and mutually beneficial relationship with its graduates, the University has an open communication channel and a procedure in place for the graduates to subscribe to the Alumni Association leading to an already available database of alumni that we intend to grow as the University is further developing. All latest news and announcements as well as the e-form for subscription to the Alumni Association can be found on the University's website (https://www.uclancyprus.ac.cy/connect/alumni-association/). Moreover, the UCLan Cyprus Alumni has its own Facebook group, where announcements, promotional material and other related info are published.</p> <p>Beyond the centrally coordinated University efforts, every effort will be made at the programme level to keep in contact with the programme's alumni and collect relevant information through different means (e.g. LinkedIn).</p> <p>Additionally, the Student Experience and Enhancement Committee of the University in collaboration with the Student Support Office and under the coordination of the Alumni Officer, has recently developed an Alumni Survey that allows the collection of information on the graduates' progression to the employment market or academia.</p> <p>Moreover, programme graduates who consist of successful cases in terms of employability will be invited to provide guest seminars/lectures and share their experiences.</p> <p>All relevant alumni data will also be kept separately and annually at the programme level.</p>	
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The EEC recommends that it is ensured that the competencies gained in the course satisfy the competencies required by the licensing board of Cyprus.	Please see Section 2, page 9	Choose level of compliance:

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Lilia Psalta	Course Leader of MSc Forensic Psychology	
Dr. Vasiliki Christodoulou	Deputy Course Leader of MSc Forensic Psychology, Practical Training Coordinator	
Dr. Nearchos Paspallis	Head of School of Sciences Chair of the School of Sciences Academic Standards and Quality Assurance Committee	
Dr. Cosmina Theodoulou	Chair of the UCLan Cyprus Academic Standards and Quality Assurance Committee	

Date: 20.06.2023

