

UCLan Cyprus

BSc (Hons) Psychology

Appendix I

1. Course Descriptions

Course Title	Current Topics in Psychology II				
Course Code	PS1045				
Course Type	Compulsory				
Level	Level 4				
Year / Semester	Year 2 / Semester 2				
Teacher's Name	Kalypso Iordanou				
ECTS	10	Lectures / week	2h	Laboratories / week	1h
Course Purpose and Objectives	<p>This module has three key aims. The first is to introducing students to research and possible careers in Health, Neuro, Clinical, Sport and Forensic Psychology as well as more general graduate-based careers after graduation. Second is to enhance the student's employability skill set needed to obtain a job after graduation and once in employment. Third is to enhance students understanding of the ethical considerations associated with psychological research.</p>				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Define, identify and describe the ethical considerations associated with psychological research. 2. Work effectively as part of a group. 3. Summarise and present material in a variety of styles. 				
Prerequisites	N/A	Required	PS1010		
Course Content	<ul style="list-style-type: none"> • Aim 1: Expand student's awareness of the wide range of psychological research. Further, to introduce students to future possible career paths in Health, Forensic, Neuro, Sport, Clinical Educational and Occupational psychology as well as other non-psychology specific graduate jobs. • Aim 2: Enhance employability skills: Develop skills such as oral and written communication and working in groups-conflict resolution will be supported via and group discussions/oral presentation preparation linked to the psychological topics covered on this module. In addition to develop understanding on other employability issues, such as interview skills and psychometric testing. • Aim 3: Ensure that students have a clear understanding of ethical considerations of psychology research. 				

Teaching Methodology	The module will be delivered via lectures and supervised group work. The assessments in the module allow for team-working as groups work towards producing a poster presentation and a group oral presentation. The assessments on the module are intended to expose students to a range of different assessment types to provide training in a range of skills.					
Bibliography	<p>Text books</p> <p>Carter, M. (2013). <i>Designing Science Presentations: A Visual Guide to Figures, Papers, Slides, Posters, and More</i>. London: Academic Press, Elsevier.</p> <p>McDonald, M., & Das, S. (2008). <i>What to do with your Psychology Degree</i>. McGraw-Hill International.</p> <p>Further journal/book references will be given that are lecture specific. See below for an example:</p> <p>Berg, C.A. & Upchurch, R. (2007). A developmental-contextual model of couples coping with chronic illness across the adult life span. <i>Psychological Bulletin</i>, 133, 920-954</p> <p>Petrie, T. A. & Greenleaf, C. (2007). Eating Disorders in Sport: From Theory to Research to Intervention. In G., Tenenbaum, & R. C., Eklund, (Eds.), <i>Handbook of Sport Psychology</i> (pp. 352-378). Hoboken, NJ: John Wiley & Sons Inc.</p> <p>Werner, N.E., Bumpus, M.F. & Rock, D. (2010). Involvement in Internet Aggression During Early Adolescence. <i>Journal of Youth and Adolescence</i> 39, 607-619.</p>					
Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.					
	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
	1	Participate in psychological research and written reflection on participation	50%	Engage in 4-8 hours of research participation and complete a 500 word reflection	Coursework	1, 3
	1	OR	50%	2000 word essay	Coursework	1, 3

		Essay on ethics.				
	1	Group Oral Presentation	50%	10 min	Practical Assessment	2-3
	Students must attempt all elements of the assessment and must achieve an overall weighted average mark of 40% or higher to pass the module.					
Language	English					

Course Title	Introduction to Probability and Statistics				
Course Code	MA1861				
Course Type	Compulsory				
Level	Level 4				
Year / Semester	Year 1 / Semester 1 & 2				
Teacher's Name	Demetris Christofides				
ECTS	10 ECTS	Lectures / week	2	Laboratories / week	1
Course Purpose and Objectives	<p>The aims of the module are to:</p> <ol style="list-style-type: none"> 1. Give students a grounding in the basic concepts and techniques of applied statistics. 2. Develop students' critical and analytical skills in discerning the correct and incorrect use of statistics in practice 3. Develop students' skills in solving statistical problems. 				
Learning Outcomes	<p>On successful completion of this module a student will be able to:</p> <ol style="list-style-type: none"> 1. Assess, analyse and interpret basic statistical problems. 2. Discern when statistics are being misused. 3. Present results of basic statistical analyses (both descriptive and inferential). 4. Apply simple probabilistic and statistical concepts. 5. Construct and apply mathematical descriptions of probability distributions. 				
Prerequisites	N/A	Required		N/A	
Course Content	<p>Data and surveys: Sampling; Questionnaires; Bias, error and precision.</p> <p>Descriptive Statistics: Measures of location and dispersion; Diagrams and data presentation.</p> <p>Statistical Inference: Significance testing and confidence intervals (sample means).</p>				

	<p>Probability: Axioms and interpretations; Addition and multiplication laws; Conditional probability.</p> <p>Probability Distributions: Binomial, Poisson and Normal.</p> <p>Further Inference: z-tests, t-tests, paired and unpaired tests, χ^2-tests.</p> <p>Correlation and regression: Linear regression and significance tests on r.</p> <p>Use of statistical packages in analysing data will appear as relevant in the syllabus, with an emphasis on the use of the spreadsheet software Excel.</p> <p>There will be a strong emphasis throughout the module on the understanding of the context of practical use of statistics.</p>																							
Teaching Methodology	<p>The module will be delivered on campus, with weekly lecture/tutorial sessions. Printed notes will be given for each part of the course. Concepts and underlying theory will be explored in the lecture period. Students will learn through a formative process of tackling the exercises at the end of each section, with feedback and extension in tutorials.</p> <p>In the first semester, students will be taught to use the spreadsheet software Excel to help with their statistical calculations. The material taught in the first semester (data, descriptive statistics, and an introduction to inference) will be tested by a practical assignment using realistic data sets in Excel. In the second semester, the course will be of a more theoretical nature (from the axioms of probability to different inferential tests).</p>																							
Bibliography	<p>http://readinglists.central-lancashire.ac.uk/modules/MA1861.html</p> <p>http://cypruslists.central-lancashire.ac.uk/modules/MA1861.html</p>																							
Assessment	<table border="1"> <thead> <tr> <th>Number of Assessments</th> <th>Form of Assessment</th> <th>% weighting</th> <th>Size of Assessment/ Duration/ Word count (indicative only)</th> <th>Category of assessment</th> <th>Learning Outcomes being assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Assignment</td> <td>40%</td> <td>1500 words equivalent.</td> <td>Coursework</td> <td>1,2,3</td> </tr> <tr> <td>1</td> <td>Examination</td> <td>60%</td> <td>2 hours</td> <td>Written Exam</td> <td>1,3,4,5</td> </tr> </tbody> </table>	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed	1	Assignment	40%	1500 words equivalent.	Coursework	1,2,3	1	Examination	60%	2 hours	Written Exam	1,3,4,5					
	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed																		
	1	Assignment	40%	1500 words equivalent.	Coursework	1,2,3																		
1	Examination	60%	2 hours	Written Exam	1,3,4,5																			
<p>To pass this module you must achieve a mark of 40% or above, aggregated across all the assessments</p>																								
Language	English																							

Course Title	English for Academic Purposes				
Course Code	EF1707				
Course Type	Elective				
Level	Level 4				
Year / Semester	Yearlong (Semester 1 & Semester 2)				
Teacher's Name	Andria Michael and Maria Georgiou				
ECTS	10 ECTS	Lectures / week	1h	Laboratories / week	3h (Tutorial)
Course Purpose and Objectives	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. develop the language of second language users of English to meet high level language requirements of academic courses. 2. develop students' awareness of academic expectations in Higher Education and help them develop knowledge and skills to meet these. 				
Learning Outcomes	<p>On successful completion of this module a student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. a high level of fluency and accuracy in using English in a range of written academic tasks; 2. ability to comprehend high level written and spoken English in field-specific academic contexts and to use reading and listening materials as sources; 3. a high level of competence in spoken English and ability to take active role in spoken interaction in academically appropriate contexts. 				
Prerequisites	None	Required	None		
Course Content	<p>The syllabus integrates development of language skills with study and communication skills using a range of academic topics drawn from social and natural science, arts and humanities, business and management, technology and IT. Where a cohort of students has similar study or professional goals, it is also possible to tailor topics to that group's needs.</p> <p>The module will focus on:</p> <ul style="list-style-type: none"> • developing English language knowledge and skills to the appropriate level of competence (B2+) • refining English language skills to demonstrate high levels of awareness of contextual variation in language style, appropriacy to context and genre and refining ability in producing spoken and written English texts which demonstrate competence in this; • increasing academic reading, writing, listening and speaking skills; 				

	<ul style="list-style-type: none"> • improving students' reading and listening comprehension by helping them develop effective methods and strategies; • improving students' language proficiency by developing their vocabulary and grammar; • refining essential academic writing skills; • developing skills for participating appropriately in events such as lectures, seminars, meetings, teamwork or tutorials; • developing critical thinking abilities such as actively questioning texts and evaluating their content and competence in expressing critical opinions.
Teaching Methodology	<p>The teaching and learning approach integrates the development of English language skills with relevant academic and/or professional skills, appropriate to the cohort of students. This means for example that material that students will read (or lectures they will listen to) will be used as input for language work, seminar discussion, oral presentation and essay writing. This integration reflects the nature of academic and professional practice and allows an in-depth exploration of various academic topics while developing English language knowledge and skills.</p> <p>Class contact sessions typically consist of a mix of tutor input (or recorded input) and interactive pair/ group tasks.</p> <p>Authentic academic and professional texts and scenarios are used to increase students' knowledge and awareness of a range of typical genres in their field as well to and enable them to develop appropriate language and skills. There is a strong focus on academic vocabulary development, using the <i>Academic Wordlists</i> and other (online) resources, on improving reading speed, comprehension of spoken and written and particularly on improving academic and/or professional writing ability.</p> <p>Group and independent learning activities are used to replicate the typical demands of undergraduate study and/or the workplace. Independent work will involve preparation for classes, reading and researching academic texts, writing short texts in preparation for the portfolio of tasks. A range of online resources will be made available to students through <i>Blackboard</i>. These activities complement those undertaken during the module's Scheduled Learning and Teaching Activity and allow students to consolidate and develop both subject-specific and other transferable skills.</p>
Bibliography	<p>Course-books at B2+ level</p> <p>Chazal, E. de & McCarter, S. (2013) <i>Oxford EAP (B2)</i>, Oxford: Oxford University Press.</p> <p>Chazal, E. de & McCarter, S. (2013) <i>Oxford EAP (C1)</i>, Oxford: Oxford University Press.</p>

1 Hewings, M., Thaine, C. & McCarthy, M. (2012) Cambridge Academic English Advanced Student's Book: An Integrated Skills Course for EAP (C1), Cambridge: Cambridge University Press.

Phillips, T & A Phillips (2012) *Progressive Skills in English: Level 4 Course Book*, Reading: Garnet

Supplementary material:

Bailey, S. (2003) *Academic Writing – A Practical Guide for Students*, London: Nelson.

Burgmeier, A., Richmond, K., Rubin, B., Zwier, L.j. (2012) *Inside Reading. The Academic Wordlist in Context*, Oxford: Oxford University Press.

Cottrell, S. (2008) *The Study Skills Handbook* (3rd edition), Basingstoke: Palgrave Macmillan

Cottrell, S. (2011) *Critical Thinking Skills: developing effective analysis and argument* (2nd edition), Basingstoke: Palgrave Macmillan.

Drew, S., & Bingham, R. (2002) *The Student Skills Guide*, Hampshire: Gower.

Oshima, A. & Hogue, A. (2006) *Academic Writing English*. (4th ed). New York: Longman.

Pallant, A. (2009) *Writing Course Book*, London: Garnet Education.

Pear, R. (2010) *Cite Them Right: the Essential Referencing Guide*, Palgrave Macmillan.

Shields, M. (2010) *Essay Writing. A Student's Guide*, London: Sage.

Slaght, J., Harben, P. & Pallant, A. (2006) *Reading and Writing. Source Book*, London: Garnet Education.

Online resources for independent study:

Online Writing Tutor, available together with:

Savage, A., Mayer, P. Shafiel, M., Liss, R. And Davis, J. (2012) *Effective Academic Writing*, Oxford: Oxford University Press

Other online resources:

Academic Phrasebank, at <http://www.phrasebank.manchester.ac.uk/>

Academic Wordlists:

<http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm>

<http://www.victoria.ac.nz/lals/resources/academicwordlist/most-frequent.aspx>

Assessment	The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.					
	Number of Assessments	Form of Assessment	% weighting	Size of Assessment/ Duration/ Word count	Category of assessment	Learning Outcomes being assessed
	1	Examination	50%	3 hours	Written exam	1, 2
	1	Portfolio of Tasks	50%	4 Tasks	Coursework and Practical	1, 2, 3
Students must achieve a minimum of 40% overall in order to pass the module.						
Language	English					

2. Academic Profiles

FORM NUM: 500.1.03

Academic Personnel Short Profile / Short CV

University:	UCLan Cyprus
Surname:	Craig
Name:	Leam Anthony
Rank/Position:	Visiting Professor of Forensic Psychology
Faculty:	N/A
Department:	School of Sciences
Scientific Domain: *	Clinical and Forensic Psychology

** Field of Specialization*

Academic qualifications (list by highest qualification)

Qualification	Year	Awarding Institution	Department	Thesis title (Optional Entry)
PhD in Psychology	2004	University of Birmingham, UK		
MSc in Forensic Psychology	1997	University of Surrey, UK		
BA (Hons) in Psychology/Sociology (Dual Honours)	1995	University of Keele, UK		

Employment history in Academic Institutions/Research Centers – List by the three (3) most recent

Period of employment		Employer	Location	Position
From	To			
2021	Present	UCLan Cyprus	Cyprus	Visiting Professor of Forensic Psychology
2020	Present	College of Social Sciences, University of Lincoln	UK	Professor, Visiting Chair of the School of Psychology
2014	Present	Birmingham City University	UK	Visiting Professor of Forensic & Clinical Psychology
2011	Present	University of Birmingham	UK	Hon. Professor of Forensic Psychology

Key refereed journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)

Ref. Number	Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
1	In press	Psychologists as expert witnesses: Results from the EWAG survey	Craig, L. A., & EWAG	Journal of Forensic Practice		
2	In Prep.	The predictive accuracy of the Risk Matrix 2000 scale	Craig, L. A., & Rettenberger, M.	Sex Offender Treatment		
3	Submitted	A systematic review of Core Members' experiences of Circles of Support and Accountability	Pearson, F., & Craig, L. A.	Journal of Sexual Aggression		
4	2021	Expert Witness Psychologists and Remote Working	Craig, L. A., & Kock, H. C. H	Expert Witness Journal		

5	2019	Comparing STATIC-99R and STABLE-2007 between persons with and without intellectual disabilities	Delforterie, M. J., van den Berg, J. W., Bolt J. B. C., van den Hazel, R. Didden, R., & Craig, L. A.	Journal of Intellectual Disabilities and Offending Behaviour	10 (3)	58-68
6	2019	Social climate and aggression in IDD services	Robinson, J., & Craig, L. A	Journal of Intellectual Disabilities and Offending Behaviour	10 (1)	8-18
7	2018	An etiological approach to sexual offender assessment: CAsE Formulation Incorporating Risk Assessment (CAFIRA)	Craig, L. A., & Rettenberger, M.	Curr Psychiatry Rep	20 (6)	20-43
8	2018	Adapting measures of social climate for use with individuals with intellectual developmental disability in forensic settings	Bell, N., Tonkin, M., Chester, V., & Craig, L. A.	Psychology, Crime and the Law	24 (4)	362 - 378
9	2018	Mental capacity legislation and its impact on parents with learning difficulties involved in childcare and family law proceedings assessments in England and Wales	Wilcox, D., Craig, L. A., Donathy, M. L., & MacDonald,	Journal of Adult Protection	20 (1)	17-32
10	2008	Assessing risk in sex offenders: A practitioner's guide	Craig, L. A., Browne, K. D., Beech, A. R.	Book, John Wiley & Son		

Exhibitions (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)

Ref. Number	Date	Topic	International / Local	Location*	Role in Exhibition
1	6-7 February 2020	Neurobiological considerations on the Etiological Approach to Sexual Offender Assessment: CAsE Formulation Incorporating Risk Assessment–Version 2 (CAFIRA–v2)		CROSSROADS 2.0 Conference, Antwerp	Invited Speaker

2	1- 2 November 2018	Where to now in assessing risk in sexual offenders	BPS Forensic and Clinical Psychology Faculty, Newcastle- upon-Tyne, UK.	Worboys and Beyond – the Future of Forensic Risk Assessment and Practice conference	Invited Speaker
3	22 November 2018	An etiological approach to sexual offender assessment: CAse Formulation Incorporating Risk Assessment (CAFIRA)		DSOU conference	Invited Speaker
4	11 June 2018	Risk factors and frameworks for sexual offenders with IDD		NL:ATSA conference	Keynote Speaker
5	11 June 2018	What works in treating sexually harmful behaviour with people with IDD		NL:ATSA conference	Keynote Speaker
6	16-18 April 2018	An etiological approach to sexual offender assessment: CAse Formulation Incorporating Risk Assessment (CAFIRA)		New Directions in Sex Offender Practice conference	Keynote Speaker
7	2015	What works with sexual offenders with intellectual disabilities	Sheffield	Lighthouse Healthcare Conference	Keynote Speaker
8	October 2013	How should we understand the static and dynamic risk factors in sex offender risk assessment	University of Birmingham, UK	New Directions in Sex Offender Practice	Keynote Speaker
9	June 2013	How should we understand the static and dynamic risk factors in sex offender risk assessment	Division of Forensic Psychology annual conference	Queens University, Belfast	Invited Symposium
10	September 2012	Assessing risk in sexual offenders with intellectual disabilities	NOTA West Midlands Conference	University of Birmingham	Keynote Speaker

**Research Projects. List the five (5) more recent and other five (5) selected
(max total 10)**

Ref. Number	Date	Title	Funded by	Project Role*
1	2020	NHS contract to provide forensic psychology services to Offenders with Personality Disorders in Derbyshire and Leicestershire probation areas (£85,000)	NHS	Provide forensic psychology services
2	2019/2020	Criminal Case Review Commission: to investigate potential miscarriages of justice case of a double murder conviction (£15,000)	Criminal Case Review Commission	Investigator
3	2019	The Government Legal Department: The production of guidance and briefing paper in response to a request from the Government Legal Department on the feasibility of remote video-link technology used when conducting psychological assessments of asylum seekers overseas (£5,500)	The Government Legal Department	
4	2013-2014	Ministry of Justice. Co-Principal Investigator into the use of expert witnesses within the Family Law Courts. 12-month research project (£90,000)	UK Ministry of Justice	Co-Principal Investigator
5	2013-2020	Implementation of National Offender Management Service (NOMS: Ministry of Justice) Personality Disorder Offender Pathway, managing offenders with personality disorders in the community with Derbyshire Probation Trust (£230,000)	UK Ministry of Justice	

**Academic Consulting Services and/or Participation in Councils / Boards/ Editorial Committees.
List the five (5) more recent (Optional Entry)**

Ref. Number	Period	Organization	Title of Position or Service	Key Activities
1	2016 - Present	British Psychological Society, Expert Witness Advisory Group	Chair	

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**Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected.
(max total 10) (Optional Entry)**

Ref. Number	Date	Title	Awarded by:
1	2018	Differentiating between pathological demand avoidance and antisocial personality disorder	Emerald Literati Award for Highly Commended
2	2016	Fellowship, the Academy of Social Sciences in recognition of distinguished contributions to social sciences (FAcSS)	Academy of Social Sciences
3	2013	Senior Academic Award, Division of Forensic Psychology, for distinguished contributions to academic knowledge in forensic psychology	Division of Forensic Psychology
4	2013	Fellowship, British Psychological Society awarded for distinguished contribution in forensic psychology (FBPsS)	British Psychological Society

**Other Achievements. List the five (5) more recent and other five (5) selected.
(max total 10) (Optional Entry)**

Ref. Number	Date	Title	Key Activities:
1	2008 – Present	Research and Ethics Committee, National Organisation for the Treatment of Abusers (NOTA)	Research Fellow

2	2001 – 2004	Division of Forensic Psychology Membership Sub-Committee	Convener (Chair)
3	2001 – 2004	Board of Examiners in Forensic Psychology, BPS	Member
4	1999 – 2004	Division of Forensic Psychology Committee, BPS	Member

Academic Personnel Short Profile / Short CV

University:	UCLan Cyprus
Surname:	Alevizopoulos
Name:	Georgios
Rank/Position:	Visiting Professor of Forensic Psychology
Faculty:	N/A
Department:	School of Sciences
Scientific Domain: *	Pharmacy, Psychiatry, Forensic Medicine and Toxicology

** Field of Specialization*

Academic qualifications (list by highest qualification)				
Qualification	Year	Awarding Institution	Department	Thesis title (Optional Entry)
Specialist postgraduate course in Forensic Psychiatry	1996	Institute of Psychiatry of the University of London, the Bethlem and Maudsley NHS Trust & Broadmoor Hospital		
Speciality in Adult Psychiatry	1993	Dromokaition Psychiatric Hospital of Athens		
PhD in Forensic Medicine and Toxicology	1993	University of Athens, Greece	School of Medicine	

BSc Medical Doctor	1986	University of Athens, Greece	School of Medicine	
BSc Pharmacist	1981	University of Athens, Greece	School of Pharmacy	

Employment history in Academic Institutions/Research Centers – List by the three (3) most recent				
Period of employment		Employer	Location	Position
From	To			
2021	Present	UCLan Cyprus	Cyprus	Visiting Professor of Forensic Psychology
2013	Present	Faculty of Nursing, University of Athens	Greece	Professor of Psychiatry and Psychopharmacology
2009	2013	Faculty of Nursing, University of Athens	Greece	Associate Professor in Psychiatry and Psychopharmacology
2001	2009	Faculty of Nursing, Department of Mental Health and Behavioural Sciences, University of Athens	Greece	Assistant Professor in Psychiatry and Psychopharmacology
1995	2001	Broadmoor Hospital, Crowthorn, Berks, UK and School of Medicine, Department of Forensic Medicine and Toxicology, University of Athens	UK & Greece	Lecturer in Forensic Medicine and Toxicology and Senior Lecturer in Forensic Psychiatry

Key refereed journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)

Ref. Number	Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
1	2021	Translation and Validation of the Greek Version of the Antipsychotics and Sexual Functioning Questionnaire (ASFQ)	Angelaki M., Galanis P., Igoumenou A., Alexiou E.	Sex Med.	9(3): doi: 10.10 16/j.e sxm. 2021. 1003 34.	100 334
2	2018	Differences in Psychopathology among Patients with Dual Diagnosis that are Entering Mental Health Services in Cyprus in Correlation with Alcohol Dependence	Prodromou M., Tarabeith M.	Nurs Health Car Intern J		
3	2018	Decision-making Capacity for Treatment of Psychotic Patients on Long Acting Injectable Antipsychotic Treatment	Nystazaki M., Pikouli K., Tsapakis E.M., Karanikola M., Ploumpidis D.,	Arch Psychiatr Nurs.	32(2) : doi: 10.10 16/j.a pnu.2 017.1 1.019 .	300 - 304
4	2017	Gender differences in military thinking among active duty personnel	Tsarouchas D., Igoumenou A., Nystazaki M., Krikonis K.	Int J Human Soc Sci Invention	6	231 9- 771 4

5	2017	Delusions and violent behaviour: A short review of the recent literature	Nystazaki M., Papadimitriou M., Nikolaou N.	J Forensic Sci & Criminal Inves	3(2)	
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Exhibitions (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)					
Ref. Number	Date	Topic	International / Local	Location*	Role in Exhibition
1	7-10/12/2006	Evidence-based pharmacological treatment of the bipolar spectrum disorders. Proceedings 2nd dual Congress on "Psychiatry and the Neurosciences".	International	Athens, Greece	Presenter
2	12-15/10/2006	Alevizopoulos, G. Novel antipsychotics and neurocognitive mechanisms. IX World Congress of Psychosocial Rehabilitation	International	Athens, Greece	Presenter
3	12-15/10/2006	Madness, Sadness, and Dangerousness. IX World Congress of Psychosocial Rehabilitation	International	Athens, Greece	Presenter
4	12-15/6/2003	Pharmacological interventions in behavioral symptoms of AD and other dementias. 13th Alzheimer Europe Conference.	International	Thessaloniki, Greece	Presenter
5	8-12/7/1998	DNA toxicity produced by cocaine hydrochloride and cocaine freebase (ctack)	International	Glasgow, Scotland, UK	Presenter

		on a cell model. First Joint British Congress of Forensic Sciences. Glasgow Moat House			
6	27-31/8/1995	Newer versus older depressant drugs: A risk benefit assessment. 33rd International Congress on Forensic (TIAFT)	International	Thessaloniki, Greece	Presenter
7	1993	The Exhibitionist: Is he criminal offender or mentally disordered? 3rd International Congress of APPAC	International	Athens, Greece	Presenter
8	1993	The prediction of suicide in the population of a mental hospital: A retrospective analysis. 3rd International Congress of APPAC	International	Athens, Greece	Presenter
9	1993	The long-term treatment with antioxidant factors on the process of Tardive Dyskinesia. 3rd International Congress of APPAC	International	Athens, Greece	Presenter
10	1992	The prevalence of Tardive Dyskinesia among chronic inpatients of a mental hospital. The IX Conference of the South-Eastern European Society of Neurology and Psychiatry	International	Thessaloniki, Greece	Presenter

**Academic Consulting Services and/or Participation in Councils / Boards/ Editorial Committees.
List the five (5) more recent (Optional Entry)**

Ref. Number	Period	Organization	Title of Position or Service	Key Activities
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1	2017	Hellenic Psychiatric Association	Vice President	
2	2016	WPAs Taskforce: Social Divisions & Extreme Violence: gangs, cults, terrorists, and violent offending	Member	
3	2014	Development of Treatment Guidelines for Bipolar Affective Disorder	Chair of the Committee for the Development of Treatment Guidelines for Bipolar Affective Disorder	
4	2006 - 2008	National Committee of Ethics for Clinical Studies	Deputy Chair of the National Committee of Ethics for Clinical Studies	
5		Academy Forensic Medicine and Relative Sciences	Board Member	
6		EPAMEDI	Board Member	
7		Academy Forensic Medicine and Relative Sciences	Board Member	

3. Curriculum Skills Map

Curriculum Skills Map																											
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and understanding							Subject-specific Skills						Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
LEVEL 6	PS3010	Violent and Sexual Offending	O	x			x		x							x	x	x		x		x	x	x			
	PS3015	Crime: Impacts and Consequences	O					x							x	x			x	x	x	x	x		x	x	x
	PS3020	Neuropsychological Disorders and Techniques	O	x	x											x	x			x				x			x
	PS3025	Brain, Treatments and Behaviour	O	x													x			x	x	x		x			x
	PS3050	Applying Psychology to the Educational Setting	O		x	x										x	x	x		x	x	x	x	x		x	x
	PS3051	Advanced Developmental Psychopathology	O	x		x										x	x	x		x	x	x	x	x		x	x
	PS3070	Psychology Placement Module	O													x				x	x	x		x	x	x	x

			A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	
LEVEL 4	PS1010	Methods and Practice of Psychological Inquiry	COMP					x	x	x	x				x	X	x	x	x	x			x	x	x			
	PS1020	Introduction to Developmental and Social Psychology	COMP			x		x				x					X	x	x		x	x		x		x	x	
	PS1030	Introduction to Psychobiology and Cognition	COMP	x	x								x	x			X	x	x		x	x		x		x	x	
	PS1045	Current Topics in Psychology II	COMP					x				x					X	x	x		x	x		x		x	X	
	PS1040	Current Topics in Psychology I	COMP									x	x				X	X	x		x	x		x		x	X	
	PS1630	Topics in Forensic & Criminal Psychology	O		x		x																			x		
	PS1640	Psychology of the Media	COMP					x																		x		
	PS1685	Brain and Behaviour	O	x	x														x								x	
	PS1710	Core Studies in Psychological Studies	COMP	x	x	x		x	x				x	x				X	x					x	x		X	
	PS1720	Understanding Behaviour	COMP								x	x	x	x	x			X						x	x	x	x	
	PS1650	Turning Goldfish into Elephants	COMP		x																	x	x				x	
	EF1707	English for Academic Purposes	O																x			x				x	x	X
	MA1861	Introduction to Probability & Statistics	O															x			x				x	x		
EF1498	Academic Writing	O																x			x				x			

A. Knowledge and Understanding

Evidence up-to-date knowledge of the major areas of psychology, the main methodologies and the conceptual frameworks as required by the BPS.

- A1 Biological psychology
- A2 Cognitive Psychology
- A3. Developmental Psychology
- A4. Individual Differences
- A5. Social Psychology
- A6. Conceptual and Historical Issues in Psychology
- A7. Research Methods

B. Subject-specific skills

- B1. Generate testable hypotheses about behaviour (broadly defined), devise investigations to test such hypotheses, analyse and interpret the results and write coherent reports of the investigations.
- B2. Undertake research in accordance with the relevant ethical guidelines produced by the professional body
- B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues
- B4 Integrate ideas from across psychology and to apply these to relevant issues.
- B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.
- B6. Employ evidence-based reasoning, and use different methods, paradigms and psychological tools to examine these issues.

C. Thinking Skills

C1 Information finding and analysis.

C2. Critical reading and analysis of the published literature, leading to the clear and concise presentation of balanced, evidence-based and reasoned arguments and conclusions.

C3. Interpretation and application of psychological theories, concepts and evidence to the understanding of behaviour and functioning.

C4. Application of problem-solving approaches.

D. Other skills relevant to employability and personal development

D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.

D2. Reflect on their own personal development.

D3. Organise themselves and their work and be able to sustain their efforts to complete project work.

D4. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.

D5. Work with numbers, both with regards to interpreting data in research and statistics provided by agencies, as well as analysis of data they have generated.

D6. Work independently.

D7. Draft a CV, research possible career opportunities and demonstrate personal effectiveness in a selection method.

D8. Work as part of a team.

4. Student Admission Criteria

UCLan Cyprus' admission criteria follow British and other European countries high education standards and are settled at a level that allow students the best academic and quality level of learning. The basic admission criteria for programmes of the School of Sciences are provided below.

For undergraduate programmes, in addition to the high school leaving certificate level of equivalent to 16.5/20, there is a need for English Language level (recent proof) of equivalent to IELTS 5.5. For some of the undergraduate programmes in the School of Sciences, there may be a request for prospects to take a related placement tests and/or attend an interview with the programme course leader to ensure that the background knowledge of the students is appropriate for the programme.

For Postgraduate programmes a Bachelor's degree from a recognised University is required along with English Language level of IELTS 6.5. Interviews also take place for various Postgraduate programmes to ensure fit for the course.

Specific programmes, especially ones with professional body accreditation, may have additional entry requirements.

Admission Process for Local/EU and International Students

Step 1

Completion and Submission of the UCLan Cyprus application form.

Step 2

Provide copies of High School leaving certificate and other supporting documents (in native language & in English).

Undergraduate applicants should provide

- High School leaving certificate & mark sheet
- English language qualification (IELTS or IGCSE or any other equivalent)
- ID card or passport copy, minimum validity 2 years. For International Students: passport copy with minimum validity 2 years.

Postgraduate applicants should provide

- Bachelor's degree & transcripts
- School leaving certificate & mark sheet
- English language qualification (IELTS or IGCSE or any other equivalent)
- Personal statement
- Curriculum Vitae (CV)
- Two reference letters
- ID card or passport copy, minimum validity 2 years. For International Students: passport copy with minimum validity 2 years.

Step 3

Provide a payment of €50 for application fee (non-refundable).

The above documents may be submitted electronically via email to the prospect's University advisor or to admissions@uclancyprus.ac.cy.

Once steps 1-3 are completed and the University has received all the above-required documents along with the application fee, the Admissions Department proceeds with an official evaluation of the submitted certificates (education and English) as well as any other supportive credentials and professional certificates or background justifications enclosed.

In cases where there are pending documents (i.e. required documents not submitted), these will be immediately requested, or a Conditional Offer Letter might be issued, stating the key conditions which need to be met along with their deadline, so that the Offer will be applicable. In case the pending documents are such that the Admissions Department is not able to evaluate the applicability or set conditions for applicability to meet the entry criteria, then the applicant is contacted to submit the pending documents to support the application, so as to proceed to the next level.

In cases where the Admissions Department needs the support of the Academic Course Leader of the specific programme to evaluate additional qualifications or educational certificates, especially if there is a request to award credits as part of justified accredited prior (experiential) learning, then applicants are informed accordingly of the progress of their application status.

Once the Admissions Department reaches to the conclusion of the application evaluation, then it will issue a Conditional or Unconditional Offer Letter, depending on the documentation or conditions still pending to be met, stating the terms and conditions of admission for the applicant.

Notes:

1. In case applicants do not have their High School leaving certificate (for Undergraduates) or their Bachelor's degree (for Postgraduates) they can provide the latest mark sheet they have and a conditional offer letter will be issued to secure their place at the University.
2. In case applicants do not have an accredited English language qualification, the University offers its own UCLan Cyprus English Language Test. The University also offers Intensive English Language courses.
3. Applicants whose native language is English or have completed their High School education in English must provide appropriate evidence.

Entry Visa application for non-EU applicants

All non-EU applicants require a student visa to study at UCLan Cyprus. Applicants must apply within the deadlines set by the Cyprus authorities for UCLan Cyprus to submit the visa documents to the Migration Authorities and the Ministry of Education for further approval. Once non-EU applicants have their conditional offer letter, they can start gathering and provide the visa related documents.

Once applicants complete all the necessary attestations and collection of all documents, they must send scanned copies to the Admissions Office in order to proceed with the visa formalities and submit them to the Migration Department and the Ministry of Education of Cyprus. All documents are evaluated and a decision is communicated to the University.

The issuance of visa varies according to the applicant's country of origin and therefore, for some countries, the visa is issued from the Migration Department of Cyprus and is given to the University. The University is responsible for sending the visa (Temporary Entry Permit) to the student for entering Cyprus.

For some countries, the visa is issued from the Embassy/Consulate of Cyprus in the country of residence of the applicant following a short interview. Students who will visit the Embassy/Consulate of Cyprus for the interview visa must present all original attested documents. The visa (Temporary Entry Permit) is valid only for a limited number of days after arrival and it must be renewed immediately. The student must contact the Student Support Office of the University to arrange and apply for the Temporary Residence Permit (Pink Slip).