



Αρ. Φακ.: 07.14.327.089

Τηλέφωνο: 00 357 22504347

Τηλεμοιότυπο: 00 357 22504392

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Προς

Πρύτανη

Αντιπρύτανη Ακαδημαϊκών Υποθέσεων

Ευρωπαϊκό Πανεπιστήμιο Κύπρου

ΘΕΜΑ: Αναβολή λήψης απόφασης για το πρόγραμμα σπουδών Psychology (4 Years/240 ECTS, B.Sc., Distance Learning)

Έχω οδηγίες να σας ενημερώσω ότι το Συμβούλιο του Φορέα κατά την 62η Σύνοδό του, η οποία πραγματοποιήθηκε στις 1 και 2 Φεβρουαρίου 2021, αποφάσισε να αναβάλει τη λήψη απόφασης για το υπό αξιολόγηση πρόγραμμα σπουδών Psychology (4 Years/240 ECTS, B.Sc., Distance Learning). Η απάντηση του ιδρύματος στην έκθεση της ΕΕΑ στάλθηκε στην ΕΕΑ για ανατροφοδότηση.

Με την παρούσα επιστολή σημειώνονται όσα η ΕΕΑ επισημαίνει ότι ακόμη χρήζουν βελτίωσης:

- Δόμηση προγράμματος σπουδών/Περιεχόμενο μαθημάτων
“Following up on the EECs recommendation: two types of changes to the program’s structure are proposed: (a) changes in the lists of compulsory versus optional courses and (b) clustering the electives in four clusters.

With respect to (a) the EEC is positive about the choice to add PSC120, PSC220, PSC225 and PSC315 to the compulsory part of the program; the committee thinks

this gives a better balance in terms of the representation of the major domains of psychology in the compulsory part. To create space for these courses, the number of electives is reduced and two compulsory courses (PSC270 and COM215) are placed in the electives list. For PSC279, the EEC would like to ask the institution to reconsider this change and evaluate the alternative of keeping this course as part of the compulsory program and further reduce the list of electives to 9 instead of 10. The EEC thinks that historical foundations of the discipline should be a key part of every student's program.

With respect to (b), the EEC is not convinced of the added value of the proposed clusters. The labels are clearly more narrow than the content of the clusters, and this may add to students' confusion rather than be helpful. Given the fact that students still can freely choose whatever combination of electives they want and that the existing electives clearly do not combine in coherent clusters, the EEC would propose to just keep the list of electives without clustering. A different approach would be to include real 'minors' in the program, but that would require both a limitation of students' choices as more pronounced choices as to for which domains of psychology minors are developed."

(Ανατροφοδότηση από ΕΕΑ, σελ. 4-5)

"The EEC is positive about the fact that there is now a better balance in terms of the representation of the major domains of psychology in the compulsory part. The EEC however thinks that historical foundations of the discipline should be a key part of every student's program and would recommend reincluding the history course in the compulsory part."

(Ανατροφοδότηση από ΕΕΑ, σελ. 11)

- Information management

"The institute acknowledges the fact that clear quantitative data on student progression, success, drop-out, etc. were missing from the documentation provided beforehand. During the site visit, the EEC experienced this as a

substantial drawback, as this type of information can be considered as key information needed for the evaluation. (As a recommendation to the agency, it might be considered to treat this as a minimum requirement of the documentation before the application is sent out to the EEC). Although the institution now provides some quantitative information in this section as well as in section 4.1, the EEC remains concerned about the overall data management.”

(Ανατροφοδότηση από ΕΕΑ, σελ. 5)

“Related to the comment ad 1.7, the EEC remains concerned about the information management in this program. The tables provided in this section are difficult to follow and seem limited/incomplete in the information they contain.”

(Ανατροφοδότηση από ΕΕΑ, σελ. 9)

“Although the institution now provides some quantitative information in this section as well as in section 4.1, the EEC remains concerned about the overall data management.”

(Ανατροφοδότηση από ΕΕΑ, σελ. 12)

- Simulation activities

“The EEC appreciates the fact that the institute has tried to take into account the recommendation of increasing the number of simulation activities in the program, and as such put more of the pedagogical model into practice. The additional examples are valuable, but the EEC would like to encourage the institute to keep reflecting on this and consider more innovative initiatives too, using the opportunities of the excellent facilities the university has in this respect at full power.”

(Ανατροφοδότηση από ΕΕΑ, σελ. 10)

Αναμένεται η απάντησή σας στα πιο πάνω εντός δεκαπέντε ημερών.



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