

Accreditation Report

Programme Accreditation of

University of Luxembourg

“Bachelor of Science in Psychology (BAP)”

“Master of Science in Psychology: Psychological Intervention (MPI)”

I Procedure

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Attendance by ACQUIN office: Dr. Jasmine Rudolph

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 The Higher Education System in Luxembourg

The University of Luxembourg (UL) is the only university in the country and was established by law in 2003. Previously, university students attended one of the UL's predecessor institutions, where they could obtain professional qualifications or study the first and sometimes the second year of a university programme in various subjects in the humanities, economics, law or natural sciences before going abroad to complete their studies, usually at a nearby university in France, Belgium or Germany. Many Luxembourg students completed their entire course of studies abroad before returning to Luxembourg. The creation of the UL was intended to offer students the opportunity to complete a full university course in Luxembourg. In addition, students from other countries should be given the opportunity to attend university in Luxembourg.

The aim of the UL is to meet the growing demand for qualified professionals in Luxembourg. Closely related to this is the ambition to provide young Luxembourgers with access to a first-class and complete higher education, while at the same time providing them with specific qualifications that meet the demand of the national labour market in particular.

The UL has grown very rapidly since its foundation. In the academic year 2019/20 there were more than 6,700 students enrolled, and the UL currently employs over 2,090 staff. The University consists of three faculties (the Faculty of Law, Economics and Finance (FDEF); the Faculty of Humanities, Education and Social Sciences (FHSE); the Faculty of Science, Technology and Medicine (FSTM)) and three interdisciplinary research centres. The UL's original legal framework, the 2003 Act was amended in 2018. The new Act sets out the operational rules for the governance of the faculties. On 21 May 2019, the Ministry of Higher Education and Research (MESR) approved the UL's Study Regulations and current Rules of Procedure, which describe the implementation of the 2018 Act and the functioning of the three faculties. A core component of this change is the division of the faculties into departments, which was implemented at the FHSE at the turn of the year in 2019/2020.

The FHSE is the largest of the three faculties at the University of Luxembourg, with around 500 staff and over 2,100 students from all over the world. In four bachelor's and 20 master's degree programmes, a range of life-long learning and continuing education programmes, as well as in a doctoral school, the FHSE offers innovative and attractive perspectives for young academics and professionals. The FHSE is comprised of twenty scientific disciplines that are successfully obtaining competitive national and European research funding, for example from the Luxembourg *Fonds National de la Recherche* (FNR) and the EU's *Horizon 2020* programme. Many scholars at the faculty also conduct contract research for Luxembourg ministries.

Founded in 2003, the Faculty brings together three predecessor institutions: the humanities branch of the *Centre Universitaire de Luxembourg* (CUNLUX), the *Institut Supérieur d'Études et de Recherches Pédagogiques* (ISERP), which was responsible for training primary school teachers and kindergarten teachers, and the *Institut d'Études Éducatives et Sociales* (IEES), which was responsible for training socio-educational professionals and social workers. The faculty has maintained the close connections between these institutes and specific fields of work in Luxembourg. The academic training of teachers in the *Bachelor en Sciences de l'éducation* (BScE) or in the *Master en Enseignement secondaire* (MSE) is a priority here, as is that of social workers in the *Bachelor en Sciences sociales et éducatives* (BSSE) and of psychologists in the *Bachelor of Science in Psychology* (BAP) and *Master of Science in Psychology: Psychological Intervention* (MPI) and a subsequent Master in Psychotherapy. The qualification of experts in European languages and cultures in the *Bachelor en Cultures Européennes* (BCE) and of those in social inclusion, European development or intercultural and multilingual societies in other master's programmes is also one of the core tasks of the FHSE.

The Faculty strongly supports research-based teaching that is theoretical, research-driven, and application-oriented. Students acquire applied knowledge and practical skills that take into ac-

count the specific needs and demands of Luxembourg society, as well as contextual and theoretical knowledge that they can apply in a broader range of working fields. In terms of strategic development, quality management and teaching methods, the FHSE has adopted a cooperative-communicative approach that aims to involve stakeholders and build consensus between the parties involved. The students themselves represent the most important of these stakeholders. In the FHSE curricula, they are also seen as partners in the joint elaboration and development of knowledge and skills.

The humanities, education and social sciences are future-oriented at the FHSE. They focus on highly relevant topics such as migration, digitalisation, mental health, inequality and inclusion, as well as the shaping of culture, education, governance and infrastructure in the twenty-first century. These complex, research-related challenges are addressed in five departments: Behavioural and Cognitive Sciences (DBCS); Education and Social Work (DESW); Geography and Spatial Planning (DGEO) as well as Humanities (DHUM) and Social Sciences (DSOC).

The Luxembourg Centre for Educational Testing (LUCET) is an independent research unit alongside the departments and also part of the FHSE. which develops methods of educational measurement, especially in multilingual learning environments. Among other things, the LUCET is responsible for the implementation of the PISA study in Luxembourg.

The Department of Behavioural and Cognitive Sciences (DBCS) conducts research in the fields of neurophysiology, neurocognition and behavioural research, in the thematic field of health and well-being, as well as in clinical and health psychology, educational, social and media psychology, and developmental and cultural psychology, among others. The department's focus areas include psychological methodology, psychometrics, psychological assessment and user experience. The department's research staff is organised in three institutes (Cognitive Science and Assessment, Health and Behaviour, and Lifespan Development, Family, and Culture) and works closely with national and international research institutions, industry and social organisations.

The Faculty's degree programmes are generally linked to the departments in terms of content, but they are nevertheless structurally autonomous units. Teaching and research are organised independently of each other at the FHSE. For example, the Faculty's programme administrators often work for several programmes and, since they are coordinated by the Dean's Office, can represent or support each other if necessary. Due to their relative independence from research structures, study programmes at the FHSE can also easily integrate lecturers from different departments.

The psychology-oriented degree programmes, in particular the *Bachelor of Science in Psychology* (BAP) and the *Master of Science in Psychology: Psychological Intervention* (MPI), which are the subject of this accreditation procedure, are closely linked to the *Department of Behavioural and Cognitive Sciences* (DBCS) in terms of staff and content. The same applies to the part-time, three-

year *Master in Psychotherapy*, which can be studied following the MPI and qualifies graduates to practise psychotherapy in Luxembourg as well as in other European countries. Other study programmes in the field of psychology include the *Master of Science in Psychology: Evaluation and Assessment*, which prepares students for careers in human resources departments and education and training centres, but this programme is more closely associated with the *Department of Education and Social Work (ESW)*, as well as the professionally-oriented programmes *Master en médiation* and *Master en gérontologie*.

2 Short profile

Bachelor of Science in Psychology (BAP)

The *Bachelor of Science in Psychology (BAP)* programme started at the University of Luxembourg in the winter semester 2005/06. However, before the university was founded, a psychology course (*Section de Psychologie*) already existed in the humanities branch of the *Centre Universitaire de Luxembourg (CUNLUX)*, one of the predecessors of the university, which led to the attainment of an intermediate diploma that entitled students to continue their studies at other universities.

The BAP is a so-called polyvalent bachelor's degree, which offers students the opportunity to familiarise themselves with psychology in its entire breadth with its diverse range of thematically different courses. The programme's content focuses on imparting profound knowledge and competences in research methodology, diagnostics and counselling. The courses offered include the five theoretical basic subjects (General Psychology, Social Psychology, Developmental Psychology, Personality Psychology, and Psychobiology), empirical-methodical basic subjects (Basic Knowledge of Research Methods, Scientific Work, Statistics) as well as additional in-depth courses (e.g. experimental methodology, measurement and testing, practical training in experimentation), three classic fields of application (Clinical Psychology, Educational Psychology, and Industrial and Organisational Psychology) and two optional fields of application (Educational Psychology, Sports Psychology) as well as psychological intervention (Psychological Diagnostics, Observation Methods, Interview Methods, Basics of Psychological Intervention).

The BAP features two focal points: psychophysiology and counselling. In the course of the fourth semester, students are asked to choose one of the two focal points, which comprise two courses each in the fifth and sixth semester and thus a total of four courses. Examples of course content in the psychophysiology concentration are Clinical Psychophysiology and Cognitive Psychophysiology. The counselling specialisation offers an introduction to psychological counselling as well as educational, family and life counselling. If desired, it is also possible to choose individual courses from the other specialisation area, or even all courses from both specialisations, so that the bachelor's degree programme can be completed with more than the 180 points provided for in the

European Credit Transfer System (ECTS). A maximum of 210 ECTS can be acquired in the BAP through such additional coursework.

The standard period of study for the BAP is six semesters for full-time study or 12 semesters for part-time study. Students graduate from the BAP with a Bachelor of Science (B.Sc.) degree in accordance with the Bologna requirements after earning at least 180 ECTS. Courses are offered in the university's three official languages (German, French and English). As in all bachelor programmes at the University of Luxembourg, a compulsory mobility semester is an integral part of the curriculum, with students having a variety of choices regarding the timing, duration and destination of their stay abroad. The Bachelor of Science in Psychology degree qualifies students for a subsequent M.Sc. programme in Psychology.

Master of Science in Psychology: Psychological Intervention (MPI)

During the legislative process on psychotherapy in Luxembourg (from 2010 to 2015), it became clear that the creation of an M.Sc. in Psychology, complementary to the BAP, was imperative. The MPI admitted its first cohort of students in September 2014. Its programme was developed by the staff of the *Department of Behavioural and Cognitive Sciences (DBCS)* working in the field of psychology.

The MPI is a research-based study programme on applied aspects of psychological intervention. It is aimed at students with a bachelor's degree in psychology who wish to deepen their expertise. A needs assessment by professionals at the university has shown that there is substantial demand from Luxembourg society for psychologists trained in intervention in the educational, clinical and health sectors.

The structure of the study programme corresponds to the higher education framework established by the Bologna Agreement. The duration of study is usually four full-time semesters or eight part-time semesters (or 120 ECTS). Following the University's multilingual requirements, the MPI is bilingual (English and German), which strengthens the students' competence development. The unique study profile as well as the academic study environment attract students from Luxembourg, the Greater Region (Belgium, the Netherlands, Rhineland-Palatinate, Saarland and Lorraine) and other European countries.

The MPI offers students the opportunity to gain expertise and skills in very different areas of applied psychology, with a focus on the methodological, theoretical and application-oriented foundations of psychological intervention. The programme combines theory and research in psychology with practical work experience in a very goal-oriented way. Currently, no psychology degree programme can be found in the greater region – or beyond – that has a comparable profile.

While the master's programme initially had a dual focus – educational and clinical psychology – it was soon transformed into an intervention master's programme with a stronger focus on clinical and health psychology due to strong demand for the clinical field and the low demand for the educational branch. The minor structural changes implemented here took effect in the winter semester of 2017.

3 General information on the study programme

Location	University Luxembourg: Bachelor of Science in Psychology (BAP) (B.Sc.)
Date of introduction	Winter Semester 2005/06
Faculty/ department	the Faculty of Humanities, Education and Social Sciences (FHSE)
Standard period of study (semesters)	6
Number of ECTS credits	180
Number of study places	80
Number of students currently enrolled	200
Average number of graduates per year	36
Target group(s)	Students who want to gain initial access to the research and professional field of psychology
Admission requirements	Knowledge of German at C1 level, knowledge of English and French at B2 level, written application procedure and multilingual selection interview
Form of study	six full-time semesters or 12 part-time semesters
Tuition fee	400 euros in the first year of study, 200 euros in subsequent years.

Location	University Luxembourg: Master of Science in Psychology: Psychological Intervention (MPI) (M.Sc.)
Date of introduction	Winter Semester 2014
Faculty/ department	the Faculty of Humanities, Education and Social Sciences (FHSE)
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	25
Number of students currently enrolled	47
Average number of graduates per year	17

Target group(s)	Students who want to work in clinical psychology, educational psychology and other areas of psychological intervention
Admission requirements	The master's degree is open to students with a bachelor's degree or an equivalent diploma (180 ECTS) in psychology. Required are: Proven research methodological knowledge, good knowledge of English and German and the motivation for studying in an application-oriented area.
Form of study	four full-time semesters or eight part-time semesters
Tuition fee	200 euros

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The need to institutionalise external quality assurance processes more strongly was already pointed out in the context of previous external evaluations of the University of Luxembourg. In the University's current four-year plan, which came into force in 2017, a commitment to regular external evaluation was subsequently anchored. The new Luxembourg University Act established the legal foundations for institutional quality assurance in 2018. The central paragraphs define in Art. 3 (2) and Art. 35 (4) that in order to carry out its missions, the University is called upon to [...] ensure the quality of higher education and research and to set up a quality assurance system. The Rector shall propose to the Governing Board the creation of a study programme in accordance with the guidelines established by the University Council. The proposal shall be accompanied by an internal evaluation, which shall analyse, in the framework of the quality assurance system provided for in Article 50, the quality, feasibility and appropriateness of the proposed study programme. (1) The internal evaluation of the University shall cover [...] the new study programmes pursuant to Article 35 (4). On a proposal from the Rector, the Governing Board shall decide on the programme of the internal evaluation and the procedures governing it, as well as on the action to be taken.

The first step towards institutionalising quality assurance at the University of Luxembourg was to recruit quality officers both at the level of the university's central administration and in the faculties. At the FHSE, the position of a quality officer was created in 2017, whose mandate was closely linked to the quality culture of the humanities and social sciences subjects. A core task is to support bottom-up faculty initiatives that respond directly to the needs of the degree programmes and do not necessarily have to be anchored at the university level as well. Examples of such initiatives are the *Innovative Teaching and Learning Initiative* (ILTI), a project group on blended learning launched in 2018 and the *FHSE Course Evaluation*, an app-based course evaluation system developed by various stakeholders in the faculty, which has also been used by the university's other two faculties since the beginning of 2020. In these and other projects, the quality officer coordinates cooperation between the Dean's Office, study programmes, the Faculty's well-equipped *MediaCentre* and the *Luxembourg Centre for Educational Testing* (LUCET), on whose assessment software *Oasys* the University's course evaluation system is based.

Since 2020, the FHSE quality officer has been supported by a process manager who is dedicated to improving the administrative processes at the faculty. The FHSE Quality Office is also actively involved in the strategic work of the faculty, in which teaching plays a central role. Thus, the quality officer is represented in all committees in which he strengthens the Faculty's communicative and cooperative approach by mediating between study programmes, the Dean's Office, working groups, student representatives, quality management at the central level and other university structures, such as the competence centre of the University of Luxembourg. The FHSE's overall approach to quality is communication-oriented. It is based on a set of common values and aims to develop a lively culture of quality. Among other things, these values were formulated systematically in the external evaluation of teaching that the University conducted in 2020.

On a cross-faculty level, the University's quality officers form a joint working group that develops and implements the university's quality assurance framework and its key instruments. Since the quality officers institutionally belong to different organisational units, their cooperation was not formally organised at first. An important step towards such institutionalisation was taken by the formation of a Quality Assurance Steering Committee, which further develops the University's quality policy and monitors its implementation. In the future, this steering committee will be expanded to include some external peers.

As the University Act identifies the development of new study programmes as a focus of internal quality assurance in the context of teaching, it became the first element of the University's new quality structure, which is still being developed, and which has been developed by the Quality Working Group and the Quality Steering Committee over the past few years. In addition, since its inception, the working group has primarily worked on the further development of administrative processes and digital infrastructures in the area of teaching. Student surveys at programme and university level were also developed and carried out for the first time, and a revision of the application criteria of all study programmes at the University took place. Here, existing procedures were first identified so that they could then be adapted as needed and subsequently transferred into uniform definition frameworks.

The amended procedure for applying for new study programmes came into force at the beginning of 2020. It represents an important step towards institutionalising quality assurance, as it creates a regulatory basis that also guides quality management processes outside of programme creation. New programmes are assessed primarily in terms of their learning objectives, target group and pedagogical approaches. In addition, important roles are played with regard to how the programme is positioned in the educational offerings of the University, in relation to its research activities and in the broader educational landscape of the Greater Region, and how it gains relevance in terms of the expectations of students, academics, professionals and in the social, eco-

nomic and political context. Learning outcomes are assessed against the Luxembourg Qualifications Framework, curricular coherence and practicality, student workload and career prospects for graduates. The process ensures that quality management is involved in the development of new programmes, in addition to all relevant committees at faculty and university level.

In parallel, the Quality Working Group began in 2018 to develop a procedure for the regular review and improvement of study programmes, which will be the central element of the University's new quality framework. The gradual implementation of all elements of this framework, which also provides for a clearer division of tasks between the central quality unit and quality officers at faculty level, is to take place within the next few years. The long-term goal is system accreditation. Overall, the quality structure of the UL provides for a relatively high autonomy of the faculties and study programmes, which can develop their own implementations of the jointly defined principles and approaches. This is to ensure that quality assurance remains part of a living quality culture that combines top-down with bottom-up processes.

Bachelor of Science in Psychology (BAP)

The students play a significant role in the quality assurance of the teaching offered at the BAP. In addition to the possibility of a direct communicative exchange with the Directorate of Studies, for example during official office hours, students also share their experiences and opinions in a formalised form. For example, at the end of each semester, BAP students are encouraged to participate in the evaluation of courses organised by the University. The teaching evaluation serves to obtain direct, systematic feedback from the students. In the course of the respective following semester, the students receive insight into the results of the teaching evaluation. Since the course evaluation goes back to a bottom-up initiative of the faculty, which was decisively supported by employees of the DBCS, it also enjoys a high level of acceptance among the lecturers of the psychology degree programmes.

The results of the teaching evaluations confirm the strengths of the programme, as students attest to the exceptionally high quality of teaching in the BAP. The students here rate their study programme at least as well or even better than other students rate their bachelor's programmes at the University of Luxembourg, both in terms of the programme in general (87% positive judgements for the BAP compared to 85% for other bachelor's programmes) and in terms of its structure and form (92% compared to 86%), as well as in terms of their own motivation and learning success (80% compared to 78%). In the fields of communication and interaction, the BAP and other bachelor programmes are rated equally positively (86% each).

In addition, a survey of the BAP students takes place at the level of the degree programme every winter semester, in order to assess student satisfaction with the courses offered, the quality of

teaching and the degree programme in general. Further elements of the evaluation, which comprises a total of 27 questions, are assessments of the teaching staff, the acquisition of skills, perceived individual development, the teaching and learning atmosphere, the demands of the study programme as well as infrastructure and equipment. A report summarising the results of the years 2011 to 2016 with a total of 538 participants the overall highly positive assessment of the BAP (mean values between 4.17 and 4.66 on the six-point assessment scale).

The grading conference (*Jury d'Examen*), which takes place at the end of each semester and is attended by the Directorate of Studies and representatives of the teaching staff, not only makes the decision on the grades awarded by the lecturers, but also discusses the impressions and experiences of the teaching staff with the respective courses (for the composition of the grading conference in the BAP). An in-depth analysis of the courses offered as well as the strategic planning of the programme takes place within the framework of the twice-yearly meetings of the steering committee (*Comité de pilotage*), in which teachers, student representatives, alumni and representatives of psychological organisations are involved in addition to the Directorate of Studies.

An important element of student training in the BAP in the context of quality assurance measures is the teaching of ethical guidelines in psychology. If research is carried out on humans or animals as part of the experimental internship or the bachelor's, students must therefore submit an ethics application for approval of a student research project before the start of data collection, which must be accompanied in terms of content and finally countersigned by the person leading the group work. The form template to be used for this was created in cooperation with the UL *Ethics Review Panel* and approved by them.

Master of Science in Psychology (MPI)

In its quality strategy, the MPI relies on the systematic involvement of all those involved in the study programme, especially the students. This principle of participatory communication is primarily implemented in the meetings of the steering committee (twice a year) and in the grading conference (at the end of each semester), in the course "Follow-up to the internship" (at the end of the fourth semester) and in the introductory course at the beginning of the first semester of study. In addition, a free-form open dialogue takes place almost daily between teachers and course directors on the one hand and the students on the other. In addition, the respective developments in the MPI modules are coordinated by the MPI leadership with those responsible for the modules.

The MPI further promotes a culture of quality through participation in the systematic evaluation of courses at the UL, which is used to assess the quality of the courses and make changes where necessary; through supporting teachers in their continuing development and training of teaching competences and direct exchange with the programme directors of the FHSE, in particular with

the programme directorate of the BAP and the quality officer of the FHSE; through the implementation of evidence-based teaching practice, which is almost exclusively carried out by professors and post-doctoral researchers who are themselves involved in psychological research; through close cooperation with relevant stakeholders, in particular the Luxembourg Society of Psychology/Société Luxembourgeoise de Psychologie (SLP); since 2019, the MPI has awarded a prize for the best master's thesis (sponsored by the SLP).

The MPI further promotes a culture of quality even so through participation in and strengthening of research on psychology teaching and learning (e.g. participation in the European Network for Psychology Learning and Teaching (Europa project) or through scientific publications on psychology teaching and learning and through repeated active participating in the ESPLAT congresses as well as the current request to the German Society for Psychology (DGPs) to obtain the newly awarded quality seal for master's degree programmes).

1.2 Assessment: strengths and need for development for both study programmes:

The University of Luxembourg has made it its central task to develop a quality culture that continuously applies at all university levels, is accepted by all university members and is constantly checked and further developed. From the point of view of the expert group, the university has a very good formal quality assurance policy, in which all control loops are closed, mesh very well and work together. The instruments of internal quality assurance are publicly available and familiar to all employees and students. The quality assurance policy includes all relevant areas and informs all university members regularly and transparent about the use of quality assurance instruments. All relevant committees are also appropriately involved in the process of further developing quality assurance and the coordination processes of the various committees were explained in the discussion groups. The university also has appropriate concepts for gender equality and promotes equal opportunities at the University of Luxembourg. The university is committed to equal treatment without distinction in terms of gender, ethnicity, religion or worldview, age, sexual orientation or disability and to create non-discriminatory working and study conditions. The University regards these concerns as a common task for all university members. Equality and the advancement of women are adequately reflected in personnel policy, research and teaching as well as in the target agreements. The need to institutionalise external quality assurance processes more strongly was already pointed out in the context of previous external evaluations of the University of Luxembourg. In the University's current four-year plan, which came into force in 2017, a commitment to regular external evaluation was subsequently anchored. The new Luxembourg University Act established the legal foundations for institutional quality assurance in 2018.

The first step towards institutionalising quality assurance at the University of Luxembourg was to recruit quality officers both at the level of the university's central administration and in the faculties. At the FHSE, the position of a quality officer was created in 2017, whose mandate was closely linked to the quality culture of the humanities and social sciences subjects. A core task is to support bottom-up faculty initiatives that respond directly to the needs of the degree programmes and do not necessarily have to be anchored at the university level as well. Examples of such initiatives are the Innovative Teaching and Learning Initiative (ILTI), a project group on blended learning launched in 2018, and the FHSE Course Evaluation, an app-based course evaluation system developed by various stakeholders in the faculty, which has also been used by the university's other two faculties since the beginning of 2020. In these and other projects, the quality officer coordinates cooperation between the Dean's Office, study programmes, the Faculty's well-equipped MediaCentre and the Luxembourg Centre for Educational Testing (LUCET), on whose assessment software Oasys the University's course evaluation system is based. On a cross-faculty level, the University's quality officers form a joint working group that develops and implements the university's quality assurance framework and its key instruments. Since the quality officers institutionally belong to different organisational units, their cooperation was not formally organised at first. An important step in such an institutionalisation was taken by the formation of a Quality Assurance Steering Committee, which further develops towards the University's quality policy and monitors its implementation. In the future, this steering committee will be expanded to include some external peers.

As the University Act identifies the development of new study programmes as a focus of international quality assurance in the context of teaching, it became the first element of the University's new quality structure. New programmes are assessed primarily in terms of their learning objectives, target group and pedagogical approaches. In addition, important roles are played with regard to how the programme is positioned in the educational offerings of the University, in relation to its research activities and in the broader educational landscape of the Greater Region, and how it gains relevance in terms of the expectations of students, academics, professionals and in the social, economic and political context. Learning outcomes are assessed against the Luxembourg Qualifications Framework, curricular coherence and practicality, student workload and career prospects for graduates. The process ensures that quality management is involved in the development of new programmes, in addition to all relevant committees at faculty and university level.

In parallel, the Quality Working Group began in 2018 to develop a procedure for the regular review and improvement of study programmes, which will be the central element of the University's new quality framework. The gradual implementation of all elements of this framework, which also provides for a clearer division of tasks between the central quality unit and quality officers at faculty level, is to take place within the next few years. The long-term goal is system accreditation. Overall, the quality structure of the UL provides for a relatively high autonomy of

the faculties and study programmes, which can develop their own implementations of the jointly defined principles and approaches. This is to ensure that quality assurance remains part of a living quality culture that combines top-down with bottom-up processes.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

The development of new study programmes at the University of Luxembourg is fundamentally guided by the University's strategic objectives, which are defined by a series of four-year plans. Proposals for new programmes are submitted to the Rector by the deans of the three faculties of the University. If the Rectorate approves the proposal, the new programme is submitted to the *Conseil Universitaire (CU)*, the University Council, and the *Conseil de Gouvernance (CG)*, the University's Board of Governance, for review and final decision.

The amended procedure guarantees comprehensive documentation of the curriculum, curricular rules as well as resource requirements and includes a quality management assessment of the programme. However, the procedure is still new and the first applications for new programmes will only be negotiated according to the guidelines in the academic year 2020/21. The University intends not only to establish the academic value of the programmes and define their pedagogical profile, but also to ensure that the initiators of the new study programmes receive the full institutional support they need. In general, such initiatives at the FHSE can come from both internal and external actors but require content and conceptual development by professors of the faculty, as well as a review by the FHSE Faculty Council and Quality Management. Luxembourg ministries are often involved from the beginning, since many study programmes qualify students directly for nationally relevant occupational fields. Therefore, it is also important that decision-makers can be confident that they are taking decisions on the basis of reliable and relevant information and are aware of the potential benefits and risks associated with the new programme.

The University is also required by law to document and continuously update the essential information regarding the objectives, learning outcomes, application requirements, language requirements, tuition fees and other design features of all currently offered bachelor's and master's degree programmes in an annex to the study regulations. All study programmes at FHSE are under the responsibility of programme *directors* who are appointed by the Dean. The programme directors are responsible for the academic organisation and administration of their programme. They represent teachers, administrators and students of the programmes at faculty and rectorate level and coordinate the design and implementation of the study programmes. The programme directors are assisted by administrative staff and – in the case of bachelor's degrees – programme specialists. The latter play a decisive role in the coordination between academic and administrative areas of responsibility by supporting the programme directorate in curriculum development and teaching management, for example.

Further support is provided by the programme *steering committees*, which assist the directors in an advisory role on strategic issues of student recruitment, employability, curricula and staff development. They include student representatives, faculty, alumni and external stakeholders. The steering committees must meet at least once a year. Within the University's new quality structure these committees are given a central function for quality assurance.

Another important quality assurance mechanism at programme level is the *Board of Examiners*, which is responsible for confirming grades and assessing student progress. The committees act as a forum for feedback from teaching staff to the programme director and are a place for consultation on the appropriateness of assessment tools in relation to course and programme objectives. The directors of the different programmes of the university also meet regularly at faculty and university level. The meetings at university level serve as a central forum for the Vice-Rector for Teaching to provide information about strategic initiatives, regulatory changes and other relevant developments. During the meetings at faculty level, common problems and desiderata regarding the general organisation of studies and the infrastructure are collected, which the Dean's Office then forwards to the Rectorate or the responsible heads of central organisational units (Student Office, IT, HR, International Office, etc.). This currently concerns, for example, the improvement or renewal of the study administration programme ACME as well as the multilingual strategy of the university. In addition, teaching issues are discussed and project and focus groups on specific topics are set up.

While the graduates of the BAP typically continue their studies, those of the MPI have a competitive professional profile and thus have strong employment prospects. In addition to in-depth scientific knowledge and competences in the field of psychology, the following skills and competences in particular are demonstrably supported ("soft skills"): Career development (career plan-

ning, interview techniques, job application, documentation and skills review); Cognition (abstraction and creativity, analysis and synthesis, critical thinking, organisation and problem solving); Communication (academic writing, oral presentation, science for non-academic audiences); Digital skills (information access and retrieval, information presentation and visualisation, information processing and exchange, software use); Interpersonal skills (conflict management, discipline and perseverance, diversity awareness, independence and responsibility, negotiation, argumentation, stress tolerance, teamwork); Mobility (intercultural awareness, intercultural communication, foreign language skills through participation in UL Global and Erasmus programmes).

The MPI offers scientific topics that meet the requirements of the labour market. Overall, the prospects for a professional career are very good; graduates attain advanced professional scientific skills as well as communication and language skills.

Surveys among MPI alumni also shows very clearly that the implemented selection procedure, the teaching quality and the targeted preparation of students for the labour market have a positive effect.

Bachelor of Science in Psychology (BAP)

The BAP offers interested secondary school graduates the opportunity to get to know the breadth of psychology. In the past years, the programme has been characterised by a high degree of continuity, so that only selective changes to the content or the overall objectives were necessary. It should also be emphasised that it has always been possible to realise the respective goals of the study programme to a large extent, which is evidence of its great autonomy, but also that funds from the university management (or the faculty) have been available to realise the intended study goals and to ensure the high quality standard of the BAP.

The special feature and unique selling point of the programme is its trilingualism (German, English and French).

The reform of psychotherapy training decided by the German Federal Government in 2020 has led to changes in the curriculum at many psychology faculties in Germany since the winter semester 2020/21, including in the area of the bachelor's programme, in which, for example, the proportion of clinical subjects has been increased. Corresponding adjustments to the curriculum are not planned in the BAP before the academic year 2022/23. These adjustments will also include a renewed application for the quality seal of the German Society for Psychology (DGPs).

The high number of graduates with a comparatively low dropout rate demonstrates the quality of the teaching and the great motivation of the students, as well as the support offered to students by the teaching staff and the Directorate of Studies in the event of questions and problems within

the framework of fast and problem-free communication with all those responsible for the study programme.

Due to its interdisciplinary character (cf. in particular the methodological modules), the BAP qualifies both students who conclude their studies with the bachelor's degree, and those who decide to continue their studies in a master's programme. The scientific orientation of the BAP guarantees continuation in professional and/or scientific master's degree programmes and thus opens up a variety of possibilities for further education (professionalisation, academic or scientific career).

Due to the transition of the BAP alumni programme to the university administration, which has opened a general alumni office in the current year 2020, no detailed information is currently available regarding the further career path of alumni. However, it is noteworthy that in contacts with former BAP students, the in-depth research methodology training at the BAP in particular is repeatedly cited as excellent preparation for subsequent master's degrees at other universities. Of those BAP alumni who did not choose the MPI after their bachelor's degree, several have since returned to the BAP either for a doctoral project in psychology at the UL or as guest lecturers.

Key learning outcomes of the BAP consist of the following elements: The acquisition of basic scientific knowledge of psychology; Mastering basic methodological skills and their use in research situations; The acquisition of basic skills in psychological diagnostics and intervention and their use in practice and in building a personal study profile by choosing individual options. The *experimental psychology course (Experimentalpsychologisches Praktikum)*, for example, serves to teach and apply methodological and practical skills for the first time. Throughout this course, the students carry out their own empirical or experimental study in the course of a semester in small groups of a maximum of six people, with guidance and accompaniment by a postgraduate. The course requires a very high level of independent work. Attendance is compulsory. The proof of achievement is provided by the oral presentation of the group work within the framework of a poster presentation, as well as in written form by means of a term paper. While the experimental psychology course is the first opportunity to apply methodological skills, the students later demonstrate the consolidation of these skills with their bachelor's thesis. The framework of the experimental psychology course also includes an ethics application for approval of a student research paper that must be formulated and submitted before data collection begins. In this way, students learn early on to observe ethical guidelines in psychology during their bachelor's training.

The high quality of the psychological training is also documented by the fact that a number of bachelor's theses have meanwhile been the starting point for successful submissions to scientific journals or have been published in the form of book contributions.

A detailed description of the learning outcomes in relation to the contents of the different modules can be found in the BAP module handbook.

Master of Science in Psychology (MPI)

The MPI is designed for bachelor's graduates in psychology and covers advanced theoretical, methodological and applied aspects of psychological intervention research as well as essential aspects of practical professional practice. The programme bridges the gap between the Bachelor in Psychology and the Master in Psychotherapy and provides the labour market with well-qualified master's graduates. The structure of the programme enables the best-qualified master's students to apply to the Faculty's Doctoral School, and a large number of students take advantage of this opportunity. This also shows a strong link between the degree programme and ongoing psychological research at the University of Luxembourg. The MPI generally has a strong research orientation based on acquiring and integrating in-depth theoretical and methodological knowledge.

Like all FHSE study programmes, the MPI has defined clear learning objectives and learning outcomes that meet the requirements outlined above. The overarching goals of the MPI are the acquisition of scientific knowledge (in the areas of research methods, psychological theories and application) as well as the acquisition of professional competences (in the areas of assessment, diagnostics, intervention, research) and the acquisition of research skills (especially in the field of psychological intervention). In summary, the MPI thus aims to deepen students' theoretical, methodological and practical knowledge (professional skills in diagnostics and intervention) acquired at the bachelor's level and pursues to stimulate their critical thinking on current psychological topics. In particular, the MPI offers students the opportunity to gain knowledge in different areas of psychological intervention. Upon successful completion of the master's programme, students will have facility with the following learning outcomes: to demonstrate an awareness and understanding of the historical origins and development of psychological interventions as well as demonstrate knowledge and understanding of the different approaches to psychological interventions. Students will although be able to critically compare and contrast differences between intervention approaches and demonstrate critical knowledge of the key debates in scientific psychology. Specifically, students for example are able to conduct effective oral and written communication of psychological approaches and content or critically evaluate their own points of view in relation to the underlying theoretical assumptions. Students are able to apply their skills and competences appropriately in a variety of situations and demonstrate competences relevant for the implementation of a research project or apply and interpret appropriate statistical analyses. Moreover they select, design and implement appropriate psychological intervention in different fields of application and work both alone and in a team and are able to work independently. The specific learning outcomes are also defined for each course and module. They can be found in the module handbook and the course catalogue. These learning outcomes systematically guide the learning process. The learning outcomes with regard to the students' scientific research skills are evidenced, among other things, by the fact that since 2017/18 an anthology has been published annually by

Springer VS with scientific contributions by MPI students. In addition, a large number of MPI students' master's theses are submitted to and published in peer-reviewed journals. Furthermore, a large number of MPI graduates decide to go on to study for a doctorate.

2.2 Assessment: strengths and need for development for both study programmes:

The development of new study programmes at the University of Luxembourg is fundamentally guided by the University's strategic objectives, which are defined by a series of four-year plans-Proposals for new programmes are submitted to the Rector by the deans of the three faculties of the University. If the Rectorate approves the proposal, the new programme is submitted to the Conseil Universitaire (CU), the University Council, and the Conseil de Gouvernance (CG), the University's Board of Governance, for review and final decision.

The amended procedure guarantees comprehensive documentation of the curriculum, curricular rules as well as resource requirements and includes a quality management assessment of the programme. However, the procedure is still new and the first applications for new programmes were only be negotiated according to the guidelines in the academic year 2020/21.

The University is also required by law to document and continuously update the essential information regarding the objectives, learning outcomes, application requirements, language requirements, tuition fees and other design features of all currently offered bachelor's and master's degree programmes in an annex to the study regulations.

All study programmes at FHSE are under the responsibility of programme directors who are appointed by the Dean. The programme directors are responsible for the academic organisation and administration of their programme. They represent teachers, administrators and students of the programmes at faculty and rectorate level and coordinate the design and implementation of the study programmes. The programme directors are assisted by administrative staff and – in the case of bachelor's degrees – programme specialists. The latter play a decisive role in the coordination between academic and administrative areas of responsibility by supporting the programme directorate in curriculum development and teaching management, for example.

Further support is provided by the programme steering committees, which assist the directors in an advisory role on strategic issues of student recruitment, employability, curricula and staff development. They include student representatives, faculty, alumni and external stakeholders. The steering committees must meet at least once a year. Within the University's new quality structure, these committees are given a central function for quality assurance.

Another important quality assurance mechanism at programme level is the Board of Examiners, which is responsible for confirming grades and assessing student progress. The committees act as

a forum for feedback from teaching staff to the programme director and are a place for consultation on the appropriateness of assessment tools in relation to course and programme objectives. The directors of the different programmes of the university also meet regularly at faculty and university level. The meetings at university level serve as a central forum for the Vice-Rector for Teaching to provide information about strategic initiatives, regulatory changes and other relevant developments. During the meetings at faculty level, common problems and desiderata regarding the general organisation of studies and the infrastructure are collected, which the Dean's Office then forwards to the Rectorate or the responsible heads of central organisational units (Student Office, IT, HR, International Office, etc.). This currently concerns, for example, the improvement or renewal of the study administration programme ACME as well as the multilingual strategy of the university. In addition, teaching issues are discussed and project and focus groups on specific topics are set up.

In principle, the students were very satisfied with the curriculum of both study programmes, feel well advised in case of questions and problems and know all relevant contact persons. From the discussions with the students and lecturers, the expert group got the impression of a very attractive study program. In the course of their studies, the students are thoroughly well prepared for their future professional field and for their professional duties. The curriculum of the study programmes "Bachelor of Science in Psychology (BAP)" and "Master of Science in Psychology: Psychological Intervention (MPI)" has a coherent study program concept in order to adequately achieve the defined qualification goals and learning outcomes. The study program objectives are very well described so that the acquired competencies can be well achieved. Upon completion of the program, students are able to assume professional responsibilities as competent psychologists and fully fulfil their job description. Graduates acquire comprehensive knowledge of the scientific, theoretical, and practical foundations of psychology and other "medical" disciplines.

Study-specific assessment for "Bachelor of Science in Psychology (BAP)":

The bachelor's programme "Bachelor of Science in Psychology (BAP)" (B.Sc.) is an undergraduate, fully modularised programme and combines an empirical-scientific orientation with a concrete practical orientation. The curriculum includes basic training in basic psychology: These include general psychology, social psychology, personality psychology, developmental psychology and psychobiology. Methodological skills are provided to students in the introduction to scientific work, research methods, statistics, measurement and testing.

In addition, competencies in applied subjects such as clinical psychology, educational psychology, and industrial and organisational psychology are offered. Students also complete an appropriate experimental practicum and an external six-week internship. From the point of view of the review group, the obligatory semester abroad is also considered to be very good.

The trilingualism as a unique selling point of the study programme stands out particularly positively.

In the opinion of the expert group, the curriculum is well thought out and prepares graduates sensibly for a master's degree in psychology or for entry into a profession in a corresponding field. The contents of the respective modules are clearly structured. The expert group got a very good impression of the curriculum of the study programme "Bachelor of Science in Psychology (BAP)" (B.Sc.).

Study-specific assessment for "Master of Science in Psychology: Psychological Intervention (MPI)":

The bilingual master's course "Master of Science in Psychology: Psychological Intervention (MPI)" (M.Sc.) is a fully modularised course that provides students with skills and knowledge in different areas of applied psychology. The study programme combines sound theoretical training with research practice and non-university work experience in a comprehensive training approach. The main focus of the course focuses on the aspect of psychological intervention. The curriculum is geared towards different areas of application of psychological intervention (clinical psychology, health psychology and other areas of applied psychology) and fully prepares students for work in psychological intervention and research. Specialist and methodological knowledge, including research methodology as well as necessary skills in diagnostics and intervention as well as practical research knowledge are imparted to the students well.

The curriculum consists of four parts and make sense: Research-oriented method training (research methods, psychological diagnostics, intervention methods); a theory-oriented training in the fields of applied psychology (clinical psychology, health psychology, applied psychology: four of the six courses offered in this module are to be selected here). The course is rounded off by practical work experience and a master's thesis with a research colloquium.

Students who complete the study programme have good career prospects, especially in the field of clinical psychology, health psychology, school psychology and other intervention contexts, as well as in the field of research.

In the opinion of the expert group, the course of study is sensibly structured in its module sequence and appropriate to the course objectives. The forms of teaching and learning can be rated as very good. The courses listed in the module descriptions as a whole form a wide range of advanced psychology courses and enable a demanding course of study.

The expert group got a very good impression of the curriculum of the study programme "Master of Science in Psychology: Psychological Intervention (MPI)" (M.Sc.).

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

In order to coordinate and consolidate the diversity of local activities in the field of student-centred learning, a working group was set up in 2017 at the level of the Rectorate whose mandate was to draw up a Pedagogical Charter for the entire University. The charter was subsequently published on the University's website. The group, which consisted of faculty and programme directors from all three faculties, interpreted its mandate as identifying common pedagogical values of extant teaching-learning practices. The charter highlights the following guiding principles to guide (new) teachers at UL: Learning at the University of Luxembourg is interactive; based on research; promotes student autonomy; is fostered through feedback and dialogue; is multilingual and international.

Due to its strengths in the educational sciences and psychological teaching/learning research, the FHSE sees itself as an educational laboratory. Although this practise is not anchored in the law, the Faculty has long had a Vice Dean who provides strategic support to the Dean, particularly in the development of the teaching programme and the coordination of educational research and everyday teaching at the Faculty. FHSE experts are involved in Luxembourg's education policy in various ways, compiling data on all forms of education available in the country and influencing the forms of teaching used from primary school to adult education in Luxembourg.

Particular teaching strengths at the Faculty itself are the favorable ratio of students to lecturers (15:1) and the resulting small seminar sizes, as well as the high level of involvement of internal academic staff. Professors, postdoctoral researchers and contract lecturers (vacataires) teach the courses, whereby the proportion of professors involved in teaching is comparatively large. Lecturers are not employed out of necessity, but to meaningfully supplement the content of the programmes and to integrate perspectives from professional practice. Ability and willingness to participate in teaching are also central criteria in any application process. Thus, teachers in all programmes try to be available to students for direct exchange as much as possible.

A special feature of the FHSE is the internationality and multilingualism of both students and lecturers, which makes the Faculty – on the basis of the pedagogical charter – a 'melting pot' of

different university teaching and learning cultures. The Faculty's teaching staff consistently assess this diversity as positive; its preservation and the promotion of mutual inspiration is therefore also a central concern of the work of the Dean's Office. The development of intercultural and transversal competences as well as the targeted promotion of independence and cooperation, for example through group work, portfolios and individualised study plans, is an integral part of every degree programme and is additionally promoted through offers such as those of the Language Centre. While bachelor's students are required by law to spend a semester abroad, many master's programmes at the FHSE also offer European and global mobility programmes.

In addition, the FHSE is striving to increase the digitalisation of teaching in a pedagogically meaningful way. This is supported by the Faculty's own e-learning specialist and by the Innovative Learning & Teaching Initiative (ILTI), which accompanies individual lecturers in their work on their courses, by the Faculty's comprehensively equipped MediaCenter, as well as by the Luxembourg Centre for Educational Testing (LUCET) and an application-oriented research unit on the topic of "Human-Computer Interaction" (HCI). In cooperation, these units provide diverse pedagogical resources: for example, they produce online courses (MOOCS) and develop digital tools and assessment instruments for teaching. Funding is also provided for the implementation of advanced blended learning concepts in the form of individual support by experts in audiovisual media and digital forms of "assessment". The HCI group's Usability Lab, which determines user experiences and usability design as well as socio-technical aspects of Internet security with the help of computer-based measurement methods, meets the highest modern standards and is also continuously used to improve the University's own digital teaching and learning infrastructure, such as for the further development of the app-based course evaluation system.

The BAP and MPI benefit equally from a high degree of autonomy in the design of curriculum and events, while being in full compliance with the Charte Pédagogique of the University of Luxembourg and Luxembourg legislation (University Act). The guiding pedagogical principles of the University, as they apply to the subject of psychology, are the following: Learning and teaching is interactive: many courses of the BAP as well as all of the MPI are seminars geared towards the students. In particular, professional exchange is an essential part of each of these courses.

Learning and teaching is based on research: All internal lecturers of the two programmes are researchers and actively involved in scientific research. They offer courses that strongly overlap with their respective primary research area and supervise master's theses that cover their respective research area. Learning and teaching promotes student autonomy: For example, students have to organise their studies themselves, they have to find an internship themselves, etc.

Learning and teaching is promoted through feedback and dialogue: Students receive direct feedback from lecturers and are in constant dialogue with them. Learning and teaching is multilingual

and international: for example, the BAP is trilingual (English, German and French), the MPI bilingual (English and German). While about 50% of the students in the BAP come from Luxembourg, this is only the case for about 30% in the MPI. At the same time, 27% of the BAP's teaching staff and more than 30% of the MPI's teaching staff come from other universities / institutes outside Luxembourg.

Bachelor of Science in Psychology (BAP)

In addition to meeting the Bologna requirements for a bachelor's degree, the bachelor's degree programme in psychology also fulfils the specifications recommended by the German Society of Psychology (DGPs) for appropriate training in bachelor's degree programmes in psychology at German-speaking universities in terms of structure and content, which adheres to certain minimum standards of scientific practice and research orientation in the subject of psychology. The BAP was therefore one of the first ten bachelor's degree programmes in psychology to receive the DGPs seal of quality in 2017.

In student training, the BAP places particular emphasis on encouraging and demanding individual responsibility. In a closed meeting in the run-up to the external evaluation of teaching at the University of Luxembourg 2020, this aspect was positively emphasised by the students as well as the alumni. In a first step, the students independently create a preliminary curriculum for their mobility semester at the host university before it is finalised in exchange with the Directorate of Studies. By strengthening self-reflection and promoting self-organisation, the BAP encourages students to be more autonomous. At the same time, the size of each of the three cohorts of the bachelor's programme promotes a family atmosphere among the students that supports learning.

Another example of the promotion of personal initiative is the compulsory work placement to be completed as part of the bachelor's degree. Students are responsible for organising and carrying out their own internships, especially for finding the internship host and applying. Special emphasis is also placed on the follow-up of the internship.

The BAP promotes and strengthens the students' own initiative and participation beyond the activities prescribed by the study regulations of the UL (e.g. election of student representatives and the teaching evaluation that takes place at the end of each semester). The opportunities described in the *Welcome Guide* of the BAP to get involved in various committees and in an association of psychology students or as a student representative encourage students to actively shape their studies right from the start. This emphasises the opportunity to gain deeper insights into the subject and/or the future professional field and to exert influence on the organisation of the degree programme or the University. Participation in the committees of the study management and the

University is seen as a particular advantage by the students as well as the alumni. Student participation in the BAP Steering Committee was even introduced years before it became mandatory. The following opportunities for active participation and co-determination are presented here:

Student Representatives (Study Programme Representatives): Since 2013 (and thus five years before it was laid down in the UL study regulations), the BAP has required each annual cohort to elect one or two student representatives, one of whom represents their year group in the BAP Steering Committee. Like other students, student representatives can be elected to the University Student Delegation, whose members are represented on the University Council, the Inclusion Committee and the University Appeals Committee. The President of the Student Delegation also has a seat on the University's Board of Governors.

Student Council for Psychology: The Student Council for Psychology is a voluntary association of psychology students who are committed to the concerns and interests of all students of the psychology degree programmes at the University of Luxembourg. Every BAP student can become a member of the Student Council, which is always represented by at least one member in the BAP Steering Committee.

BAP Steering Committee (Comité de pilotage): In 2018, Article 70 of the new study regulations of the University of Luxembourg stipulated that each Director of Studies must be supported by a steering committee that meets at least once a year. In the BAP, this committee has been in place since 2010. The BAP Steering Committee meets twice a year and supports the Director of Studies in important decisions concerning the degree programme. Members of the steering committee are the Director of Studies and the Assistant Director of Studies; teachers employed at the University of Luxembourg; an external lecturer, one former student (alumnus/alumna), the three student representatives of the BAP; two external representatives from a professional field of psychology, one from the Luxembourg Society of Psychology (SLP) and one from ALEP (see below).

If no person from the group of student representatives is also a member of the Student Council, the Student Council is represented on the steering committee by a fourth member of the student representatives. The meetings of the steering committee are recorded in minutes.

Luxembourg Association of Psychology Students (Association Luxembourgeoise des Etudiants en Psychologie, or ALEP): ALEP is an independent student association and interest group. It is comprised not only of students from Luxembourg who study psychology at other universities, but also of psychology students from UL. Many members of ALEP are BAP students or BAP alumni. Non-Luxembourgers can also become members of the ALEP.

In addition, the BAP provides organisational, logistical and financial support for activities planned by students on their own initiative after review and approval by the Directorate of Studies. For example, the Psychokino (Psychology Cinema) has been held several times a year for several years,

in which films and media products with a connection to psychology are explained and analysed by teachers in discussions with the students. Further support is also given to student activities, such as theatre performances by and with students of the BAP, which are followed by a reception and discussions.

In addition to the compulsory courses that are part of the degree programme, in which the basics of scientific work are taught and are experienced in practice for the first time in the experimental internship, the BAP emphasises to the students the importance of working as a student assistant for their personal development as a future psychologist. To this end, the BAP collects incoming advertisements for student assistant positions from the sub-disciplines and publishes these applications on the Moodle learning and communication platform in an area accessible to all students at the University of Luxembourg. In addition, the BAP encourages its students to actively search for such positions.

In addition, the BAP enables students to develop personally. The programme offers them various means and opportunities to acquire knowledge, exchange findings, explain, argue and build their personal educational project within the university project in an autonomous and responsible way.

During the closed meeting already mentioned, the student representatives of the various cohorts, along with several BAP alumni, specifically emphasised the following qualities of the BAP:

-The multilingual nature of the programme is perceived as very good preparation for everyday work as a psychologist, especially for research activities. Praise was voiced in particular for the lecture series organised in cooperation between the BAP and the MPI ("Psychology and Health", "Addiction and Dependence"), in which colleagues from the Department of Behavioural and Cognitive Science at the University of Luxembourg as well as numerous external psychologists offer insights into various fields of research and work. The structure of the BAP is seen as useful in the sense that the content is perceived as complementary and well-integrated. The methodological training in the degree programme, linked as it is to diverse insights into research, is seen as a particular strength. Students appreciate the quality of the international teaching staff and their extensive experience in teaching and research. Finally, the buddy system for first-year students is highly valued as an "entry aid" into the degree programme, in which they are accompanied by second- and third-year students in the context of small groups during the first semester.

Master of Science in Psychology (MPI)

The quality of teaching at the MPI is realised in particular through a student-centred approach; defined learning outcomes that are consistent with the content and methods of the courses and the study programme; evidence-based teaching practice; interactive forms of training (seminars,

e.g. organised as workshops, small group tutorials, lecture events with discussion, etc.) that promote knowledge transfer and motivation; flat hierarchies between students, lecturers and programme management. The student-centred approach of the programme is reflected, among other things, in the fact that students can choose different specialisations. In the applied area of the study programme, they have to take the clinical and health module, but can also choose between different courses (also within the field of educational psychology). In addition, students can contribute and deepen their own topics and projects in a variety of courses. Last but not least, both the internship orientation and the master's thesis can be designed independently in a self-determined way to the greatest possible extent. This high degree of thematic freedom, combined with intensive supervision, proves to be very motivating for the students.

At the MPI, students have also been represented on the steering committee of the programme since 2014. The steering committee is composed of ten members: the director of studies, the assistant director of studies, three lecturers from the UL, an external lecturer, the president of the Luxembourg Society of Psychology, one former and two current MPI students. MPI students are also active in the Student Council and the ALEP.

The success of the programme is further evidenced by the various internal university awards received by MPI students as well as the high level of academic achievement (high student satisfaction, high graduate employment rates, measures to improve retention and graduation rates, etc.).

MPI is located in a dynamic research environment that offers students a variety of development opportunities as well as insights into research in clinical and health psychology, media psychology, school psychology, cultural psychology and neuropsychology – all with a very good student-faculty ratio. Furthermore, the MPI has a high level of internationality in terms of its lecturers, who come from five countries: Luxembourg, the UK, Germany, Belgium and the USA. The facilities are excellent, both in terms of laboratories and the test library. Besides, the MPI has access to the University library, opened in 2018, which offers a very good selection of books and journals in the field of psychology, as well as a unique learning environment.

A survey conducted as part of the evaluation of teaching at the University of Luxembourg revealed that current students (first- and second-year student cohorts) are very satisfied with the work in small groups that characterises teaching, as well as learning at the MPI. They appreciate the proximity to the lecturers and that communication between them and the lecturers takes place at eye level. The lecturers are perceived as flexible and students describe their approach as transparent. The current lecturers, for their part, point out that the students appear motivated and interested and are generally well integrated into the courses (good selection of students). Some lecturers rate the quality as above average (compared to other universities). The master's projects in particular evinces impressive quality.

3.2 Assessment: strengths and need for development for both study programmes:

The planning of the study programmes allows for a reliable course of study for the students. Students particularly praise the communication with the lecturers. The students feel well advised. There is a high level of satisfaction among students with their study programmes. The individual support, advice and assistance provided to students certainly contributes to this. Overall, sufficient resources are available for individual student support, advising and assistance. In the event of complaints, both teachers and students know who to contact.

Due to the limitation of study places, the resources required can be managed within a framework that can be planned well (as can the number of lecturers required to handle the curriculum). The curriculum can be planned and thus financially, personnel-wise and spatially secured. The forms of teaching and learning offered are also assessed as appropriate. Changes that have an impact on the examination system can be included in the planning and handled with the resources currently available. Adaptations in this area would only be necessary if there were major changes in examination methodology or teaching methods.

The examination regulations have been passed, approved and published after a legal review. Compensation for disadvantages for students with disabilities and in special circumstances is anchored in the examination regulations. Examination performance is designed with the formulated learning objectives in mind. According to the assessment of the review panel, the examination formats used in the degree programmes allow for a good examination of the different competencies of the students, and the reviewers and the reviewers were able to gain the positive impression that the examinations are designed in a module-related and competency-oriented manner. The reviewers can therefore confirm that the various examination performances are to be regarded as an essential part of the students' acquisition of competencies and are equally suitable for checking the knowledge and skills to be acquired.

Sufficiently different examination formats are used, which adequately cover the different competencies. The examinations include not only the testing of specialist knowledge (e.g. written examinations, oral examinations, term papers), but also the practical application of acquired knowledge and competencies, alone or in a team.

In addition to the formal evaluations, the examination load and acceptance of the forms of examination here is again based on the good communication culture and the close supervisory relationship between lecturers and students.

The students also confirmed that there is a good balance between the different types of examinations and that the examination load is considered to be manageable. If problems arise in the examination system, students can contact the lecturers directly or provide feedback via the evaluations.

The examination system is organised appropriately. The information about the examination modalities (such as registration/deregistration, type of examination, etc.) is communicated to the students in a timely manner. The students positively note the good time distribution of the examinations, which indicates an efficient examination organisation. The examination load and the examination load and the density of examinations are described as positive by the students.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

In order to apply for a degree programme at the University, applicants must fulfil the general admission requirements published on the University's website. Applicants must provide proof of relevant secondary education when applying for a bachelor's programme. A bachelor's degree is required for admission to a master's programme. In individual cases, professional or academic experience may be classified as equivalent. Another criterion is the language admission requirements enumerated by law. The University requires Level B2 proficiency under the Common European Framework of Reference for Languages for the main language of a study programme.

Every application for admission to a study programme is first submitted online and then sent to the University's Student Services (*Service des Études et de la Vie Étudiante*, or SEVE) with a paper copy and all required supporting documents before a set deadline. If the application is not submitted by the deadline or if the required paper copies of the required documents are not provided by the deadline, the application will be rejected. However, candidates are free to reapply for the next academic year. During the 2020 Covid-19 crisis, a completely paperless application system was developed to ensure rapid processing of applications; it will be consolidated and continued in subsequent semesters. The SEVE checks the admissibility of the application and then forwards it to the competent programme director for academic assessment. The University Act (Article 34 (1)) and the study regulations of the UL (Article 3) stipulate that an assessment of the knowledge and competences of the applicants must take place. The programme director, in consultation with the programme steering committee, sets the selection criteria and organises the selection of students. These academic selection criteria follow a system defined by the University's Rectorate: for example, programmes must indicate whether they screen applications on an ongoing basis or

collect them until the deadline and only assess them afterwards, or whether candidates are ranked or only have to meet certain minimum criteria in order to be admitted. Likewise, the information and documents used for selection are clearly defined and published in the Annex to the Study Regulations.

There is also a division of tasks between SEVE and study programmes in the further course of studies. The SEVE processes the applications, the registrations and the payments of semester fees. It also issues the diplomas at the end of the study programme. However, the responsibility for managing the students' life cycle is shared with the faculties and the staff of the study programmes, insofar as the programmes are responsible for the selection of candidates, the monitoring of the students' development, the management of grades and the recognition of previous experience.

The procedure for validating previous study or professional experience is used as part of the admission procedure to a bachelor's or master's programme at the University of Luxembourg, provided that the applicants are citizens of the European Union, the European Economic Area, or Switzerland. It can also be used to assess the progress of students on the University's bachelor's and master's programmes. Both educational and professional experience can be recognised: A) Applicants with an educational diploma that is not recognised according to Law art. 32. B) Applicants without a recognised diploma and with the professional experience of at least 3 years. C) Students/selected applicants with prior educational experience at an equivalent level and in a pertinent educational domain D) Students/selected Applicants with prior professional domain of relevance to the study programme.

At the University of Luxembourg, it is the responsibility of the Board of Examiners for the respective study programmes to assess the progress of bachelor and master students from one academic year to the next. The procedure is described by law and the study regulations. At the end of each semester, the programme administrator enters all grades awarded into ACME (the electronic student management system) after they have been determined and communicated by the lecturers of each course. Grade transcripts are automatically generated by the system and sent to the members of the Board of Examiners at least four days before the meeting. These transcripts contain all the information necessary to assess the student's progress. The programme directors draw up a list of issues to be discussed, in particular concerning graduation and the exclusion of students. The latter is necessary if a student has achieved less than 50% of the anticipated ECTS credits at the end of the first year of study. All decisions made during the meeting of the Board of Examiners are documented. Students then receive their complete grade summaries in electronic form via the *Guichet étudiant*, the electronic student portal.

Across the entire University, an average of 65 percent of bachelor's and 78 percent of master's students continue their studies after the first year. From the second to the third year of bachelor's programmes, this rate rises to 90 percent. In 2018/19, the proportion of first-year bachelor's students who had achieved less than half of the required ECTS was 24 percent (master's: 16 percent).

Bachelor of Science in Psychology (BAP)

The BAP is an annual degree programme. Enrolment in the BAP after successful application is possible for the winter semester. The tuition fees are uniform across all bachelor's degree programmes at the University of Luxembourg and stand at 400 EUR in the first year and 200 EUR in the following years. The BAP offers a maximum of 80 admission slots for the first semester. A total of 200 students are currently enrolled.

Due to the maximum number of 80 places, admission to the BAP programme is restricted. The decisive admission criterion is not the grade point average, but rather the written application required from the applicants, which in addition to the usual documents (demographic information, language certificates, school history, a curriculum vitae and references) must include a letter of motivation written in German and/or French, which must be oriented towards the content available on the BAP website. Applicants must document in detail their personal interest in studying psychology and describe their existing knowledge of the desired degree programme on the basis of the specified criteria. The admission procedure at the BAP, which is carried out apart from the pure consideration of grades, thus focuses on the individual person and the analysis of his or her motivation to study psychology as a subject. This admission procedure makes it possible to bring together students who stand out above all for their comprehensive interest in psychology as well as a high willingness to learn.

Each application received is examined separately by two people from the Directorate of Studies (Director of Studies, Deputy Director of Studies or Programme Specialist). This is followed by a discussion that results in a decision. In addition to the acceptance or rejection of the applicant, the applicant may also be invited to a multilingual selection interview, which is also conducted by two persons from the Directorate of Studies. The individual, possibly multilingual and approximately 30-minute selection interview usually takes place on the Belval Campus, but for the start of the 2020/21 semester, it took place exclusively via Webex video chats due to Corona-related restrictions. After each interview, a short consultation takes place before the applicant is informed of the decision and the reasons for acceptance or rejection.

A special feature of the BAP is its multilingualism and accompanying intercultural exchange. Currently, about 60 per cent of the courses are held in German, while about 20 per cent are held in French or English. The respective language of a course is determined by the lecturers; there is

therefore no free choice of courses in the language preferred by the students. The multilingualism of the degree programme thus requires language skills in all three teaching languages, which must be proven in the application. According to the Common European Framework of Reference for Languages, knowledge of the German language at level C1 and knowledge of the French and English languages at level B2 are required.

The BAP attaches great importance to making it easier for first-year students to start their bachelor's degree programme after admission by providing extensive support and intensive supervision. In addition to a buddy system, in which first-year students are paired up with students from higher semesters during the first weeks, they receive a Welcome Guide. In addition, the Course Catalogue, the Module Handbook and the Study Regulations of the University of Luxembourg are available to all students in the BAP. A Mobility Guide is available for students to assist them in preparing for the compulsory semester abroad. All following documents are available for download on the Moodle e-learning platform and on the programme's website.

The course catalogue ("Descriptif des cours"): Here students can find more detailed information on the individual courses offered at the BAP in the current semester (especially on the examination modalities), an overview of the academic year and a contact list of all lecturers at the BAP.

The Module Handbook: Detailed information on the study structure as well as supplements and explanations to the study regulations of the University of Luxembourg are contained in the Module Handbook. In particular, it describes the module structure of the BAP.

The Study Regulations ("Règlement des études de l'Université du Luxembourg"): Together with the University Act, the study regulations constitute the legal basis of studies at the University of Luxembourg and thus a central document for many students.

The Mobility Guide: At the beginning of the second semester, BAP students receive a document containing the necessary information for planning and implementing their mobility semester.

The Buddy System: Two buddies – students from the second or third year – form a team for a group of new students. The size of the groups varies from year to year. It depends on the number of buddy teams and new students, but usually does not exceed 10 students per buddy team.

The Welcome Guide: In order to make the commencement of university studies – and thus the initial experience of a change to a degree programme for most students as well as their orientation in the degree programme – as easy as possible, this brochure offers a number of things worth knowing and practical tips for starting university studies. Among other things, the document contains contact details and addresses of the most important people in the degree programme, information on how to use the University's electronic services (e.g. personal email address, access to the Wi-Fi network) as well as information on courses, examinations, grades and progression to

the following years of study. An essential part of the Welcome Guide is the information inviting students to participate in shaping the study programme as student representatives (Study Programme Representative), participation in the Student Council of Psychology and the Steering Committee of the study programme (Comité de pilotage) as well as the Luxembourg Association of Students of Psychology (Association Luxembourgeoise des Etudiants en Psychologie - ALEP).

Within the framework of the bachelor's degree programme, a professionally oriented compulsory internship of 240 hours, i.e. usually lasting six weeks, has to be completed, which the students reflect on and present in a follow-up course aimed at wrapping up the internship. The internship is to be carried out in a psychological field and under the guidance of a qualified psychologist. Instead of a career-oriented internship, a scientific internship can also be carried out in a research institution other than the University of Luxembourg. As a rule, students carry out the professional internship in the course of their second year of study. The internship can be started from the third semester at the earliest.

If an internship is offered, an application for admission to the internship must be submitted, which is provided by the UL as a form in either French or English, and signed in triplicate by the student, the programme director, a responsible person from the internship and the Dean of the Faculty before the beginning of the internship.

Within the framework of the internship, students should get to know the activities of a psychologist working in a specific context and on a daily basis; they should identify certain parameters of the psychology profession; acquire the motivation and skills required to perform the tasks in the chosen professional context; become aware that psychological work requires constant exposure to new scientific and methodological findings; they should recognise the importance of considered choice and the critical and responsible use of professional tools and use the internship experience with regard to their own educational path and the personal professional project that the student is trying to build.

The UL examination regulations govern the form and conduct of end-of-course performance evaluations. Examinations in BAP courses with "end-of-course" performance evaluations take place in the lecture halls of the Belval Campus, usually in the form of three-hour written examinations. The course instructor, along with another person from the UL's academic department, are responsible for invigilating the examination. After the grading conference has determined the grades, the results are immediately entered into the UL's electronic student management system (ACME) and are then available to students for retrieval as a performance overview (Relevé des notes or Transcript of records).

The bachelor's thesis to be completed as part of the bachelor's degree programme is a supervised, scientific, written piece of work. With the bachelor's thesis, students demonstrate the consolidation of their acquired methodological skills. The thesis cannot be completed as group work. With the bachelor's thesis, the student independently carries out the chosen scientific procedure, taking into account the scientific and methodological criteria relevant to the bachelor's degree programme in psychology. The bachelor's thesis represents an activity limited in terms of content and time (one semester). It is generally written and submitted in the sixth semester. Students must have earned at least 120 ECTS in order to be able to register a bachelor's thesis.

According to Article 36(5) of the University Act of 2018, a bachelor's thesis must be supervised by two persons, at least one of whom must be a professor or visiting professor of the University of Luxembourg. In 2013, the BAP introduced a regulation on the supervision of bachelor's theses that stipulates that a bachelor's thesis must be co-supervised by a professor:

A) The supervisor/first referee has the degree of professor at the University of Luxembourg: The second reviewer is an employee of the University who teaches at the BAP, either a doctoral student or a doctoral candidate. The second reviewer is an external teacher with a doctorate from the BAP.

B) The supervisor/first referee does not hold the degree of professor at the University of Luxembourg: The second reviewer is a professor at the University of Luxembourg.

The third-party review must be carried out by a person who holds a master's degree or an equivalent university degree in the field of psychology and/or works or researches in a sector related to the topic of the bachelor's thesis. The student must enclose a signed "Declaration of Authorship" with the bachelor's thesis, thereby affirming that the thesis conforms to all ethical and scientific criteria. This includes a declaration that the work has been written independently and that no sources and aids other than those indicated have been used, and that all thoughts taken directly or indirectly from external sources have been identified as such.

A special feature of the BAP is the oral defence of the thesis, which takes place after the written thesis has been submitted. Admission to the oral defence is only possible if the bachelor's thesis has previously been assessed as at least sufficient. A convincing performance during the defence can result in an increase of the final grade by a maximum of two points, but oral exam performance cannot result in a reduction of the grade.

In addition to attending courses, BAP students also acquire cultural competences in mobility, during which they study abroad for at least one semester. Due to applicable law in Luxembourg, all BA students have to carry out a mobility semester outside Luxembourg. The BAP currently maintains partnerships with 26 universities in nine European countries for the mobility semester under the Erasmus+ programme. In addition to the Erasmus partnerships concluded at programme level,

the University of Luxembourg has student exchange partnerships with universities worldwide through its Global Exchange programme. Many partner universities in the Global Exchange programme enjoy an excellent reputation and the procedure for nominating students is demanding. Among other things, students have to justify their choice of universities in writing and then deliver a convincing performance in a selection interview usually conducted in English. BAP students are already familiar with this procedure through their application for the programme and many BAP students exhibit a remarkable motivation to spend a semester abroad outside Europe, which results in many successful applications each year despite the high level of competition. Between 2014 and 2020, a total of 72 BAP students were nominated for the *Global Exchange* programme.

During the mobility semester, students should not only gain experience abroad and intercultural competences, but also deal in depth with the structure of their psychology degree programme and draw comparisons with the structure of the psychology degree programme at their host university. For this purpose, the students prepare a plan for their study stay at the host university in advance of their time abroad, which is coordinated with the programme specialist and the Director of Studies. The aim of the application for ECTS credit is to identify courses at the host university that cover thematic areas not offered in the BAP curriculum, as well as courses that are sufficiently similar in content to courses offered in the BAP. This ensures that the stay at the host university does not necessarily lead to an extension of the duration of studies at the home university.

The completion of the polyvalent bachelor's degree represents a first step, in line with Bologna requirements, on the way to a certification as a psychologist, which qualifies students for a subsequent M.Sc. degree in psychology. The trilingualism of the BAP, which is also documented in the diploma, makes the degree programme unique and thus particularly attractive for prospective students. In addition, the trilingual education substantially improves the possibility of later professional employment in an international context.

Many BAP graduates are interested in continuing their studies in German-speaking countries. Although there are significantly fewer places in M.Sc. programmes in psychology in Germany than applicants, most BAP alumni report successful admission to M.Sc. programmes within the desired time frame. In addition, many BAP alumni who were accepted as M.Sc. students report that they felt well prepared for the requirements of their master's programme through their training in the polyvalent BAP. This applies in particular to the knowledge and skills acquired in the field of research methodology.

The BAP has a high retention rate from the first to the second year of study. On average, the dropout rate of the past years is only 15.7% percent. Since the formulation of content-related criteria for the preparation of the motivation letter in 2014 there has been an additional decline in the already low dropout rate of BAP students from the first to the second year of study, from

20.7% for the years 2009 to 2014 to 10.7% since 2015, which impressively demonstrates the advantage of the elaborate admission process.

In the past 13 years, an average of 37 students have successfully completed their bachelor's degree each year, and their number has increased over the years due to the increasing total number of students and the decreasing number of dropouts. About 58 percent of the students complete their studies within the standard period of study of six semesters.

Master of Science in Psychology (MPI)

The MPI is open to students who submit evidence of a university bachelor's degree or an equivalent diploma (180 ECTS) in psychology with an average grade of "good" or at least 15 out of 20 points, as well as a) the required scientific methodological skills, b) good English and German language skills and c) the motivation to study in a research-oriented subject area. Admission (selection procedure) to the programme is competitive and is based on a) the documents submitted (letter of motivation), b) the grade point average in the bachelor diploma (grade: good), c) the right of the admissions committee to conduct individual interviews with candidates, and d) the number of study places, which is limited to 25 places per year. The high success rate and the very satisfactory graduation rates of the students are, among other things, also positive evidence of the effectiveness and usefulness of the selection procedure.

The MPI study programme largely overlaps with the BAP approach described in the previous section. However, the MPI does not have its own mobility or welcome guide, but instead draws on resources from the UL or advises students personally. Mobility is not compulsory in the master's programme (10 to 20% of MPI students take advantage of this offer). In addition, the MPI is only bilingual, but is offered in a multicultural environment. Unlike the bachelor's theses in the BAP, the master's theses in the MPI are not defended individually, but as part of a research colloquium (at the end of the degree).

The retention rate of MPI students from the first to the second year of study is close to 90% on average for the past cohorts. Around 80% of the students complete their studies with extremely successful results within the standard period of study of four semesters.

4.2 Assessment: strengths and need for development for both study programmes:

The study requirements are clearly defined by the University of Luxembourg and can also be accessed and viewed transparently by applicants on the university's website. The website in question is easy to find and very clearly laid out. The university also has suitable processes in place to record relevant information on study progress and to take action where necessary. Further, appropriate recognition procedures are in place that are in compliance with the Lisbon Convention.

The expert group evaluates the admission procedure as transparently described and well thought-out. In addition to the description of the admission requirements, information on the written application procedure with a letter of motivation and a multilingual selection interview, as well as on the expert group welcomes the fact that the university has established an admissions procedure that focuses on the specific motivation of the applicant, beyond the pure consideration of grades. In this way, students who distinguish themselves by their interest in psychology and their high willingness to learn come together. At the beginning of their studies, students are sufficiently informed about the course of studies and all the possibilities to participate in university life, e.g. Buddy System, Welcome Guide.

In preparation for studying abroad, students receive the Mobility Guide in advance. Here, students should acquire intercultural competencies and deal with psychology studies in depth. By means of a Learning Agreement, the crediting of the study contents is already arranged before the study abroad. In the trilingual BAP, a stay abroad is mandatory. In the bilingual MPI, mobility is not obligatory. The master's thesis is defended in the MPI by a research colloquium, while the bachelor thesis in the BAP is framed with a defense.

Upon completion of their studies, graduates therefore receive meaningful and transparent documents detailing the qualifications and learning outcomes they have acquired. Also, the University of Luxembourg has sufficient processes in place to collect information on student progress. The university has appropriate recognition procedures in place that are in line with the Lisbon Recognition.

Study-specific assessment of the "Bachelor of Science in Psychology (BAP)":

The regulations on the 6-week mandatory internship and the internship contract are sufficiently and transparently documented. In the interviews came inquiries and criticisms about the application process and their criteria of evaluation. Following the process, the university immediately made improvements and revised the admission procedure. Admission now follows a sequential strategy based on the university's 20-point evaluation system and the 10-point criterion for successful completion of a course of study:

(a) School performance, as determined by transcripts, and the relevance of school background are taken into account 40% (maximum 8 points) in the evaluation of the application.

(b) The letter of motivation, which must be based on the questions published on the BAP website, will be considered at 60% (maximum 12 points) in the evaluation of the application. The criteria according to which the letter of motivation will be evaluated are the following:

Motivations put forward by the applicant that demonstrate his/her intellectual curiosity, initiative, willingness to learn, as well as suggest a certain level of understanding, reflection and commitment to the study programme and the academic community of the University. Match between the applicant's expectations and the course offerings of the programme of study. Previous extra-curricular activities relevant to the program of study that demonstrate a capacity for initiative, responsibility, and intellectual and professional curiosity. If at least 75% (15-20 points) are obtained in this phase of evaluation, the application will be considered favourably and a place in the program will be offered. If less than 50% (<10 points) are achieved, the application will be rejected. If a score between 10 and 14 points is achieved in this phase, the applicant will be invited for a personal interview, where the school background and the motivation letter will be further examined.

For the evaluation of the interview there is a criterion of 50%, so that an evaluation of the interview with at least 10 points leads to the offer of a study place. This new approval regulation has already been adopted through the committee route after the online visit in April 2021, thus fully implementing the criticisms of the expert group.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

The University has a clearly defined procedure for the recruitment of academic staff. Academic recruitment must be based on a documented, merit-based selection process that ensures a consistent and fair assessment of all applications and a weighting of criteria that is appropriate to the requirements of the post. Unbiased assessors with proven qualifications and expertise must accompany the procedure.

The recruitment of professors is carried out by a selection committee consisting of at least three internal and three external experts, whereby gender balance is a priority. The selection lists require the approval of the University's Supervisory Board, which also makes the appointments. The Rector appoints the members of the selection committee and conducts the negotiations with the shortlisted candidates. The profiles are usually determined jointly by the heads of the departments and the deans or directors of the interdisciplinary centres. When new professorships are created

or existing professorships are re-advertised, the research profile is usually taken into account as well as the vacancies and requirements in the area of teaching.

In addition, the UL has detailed guidelines for promotion, which include precise criteria for assessing the teaching performance of candidates. Teaching is a factor taken into account by the internal committees for promotion. Candidates may provide a list of their teaching activities (courses taught, course descriptions, supervised theses at bachelor's, master's and PhD level, continuing education activities, etc.), a teaching portfolio, evidence of innovative teaching and learning activities, assessment practices, peer review reports for teaching, experience in evaluating study programmes at the University of Luxembourg or elsewhere, a list of publications related to teaching and learning in higher education, course evaluations and other evidence regarding student feedback.

Personnel policy at the faculty

A central instrument of strategy development at the FHSE is the creation of new professorships and chairs. The profiles of both the old positions to be filled and the new ones to be created are first developed at the departmental level. Programme directors are invited to indicate the teaching needs of their programmes. A joint recruitment plan is then drawn up by the Dean, Vice-Dean and *Heads of Departments* on a consensual basis and submitted to the Rectorate. This process is a central part of the development of the University's four-year plan. Negotiations between different departments on the one hand and between the interests of teaching and research on the other are conducted in a joint manner. The Dean takes on a moderating role in this process. This approach has worked well so far, not least because all departments of the faculty have been given sufficient opportunities for growth.

The commitment and motivation of academic staff to engage in teaching is supported by various measures. For example, regular teaching is a prerequisite for academics to apply for the Faculty's *Merit-Based Funding Scheme*, which allocates regular research funding to institutes, i.e. sub-structures of departments, on the basis of staff in structural positions. Various types of merit-based funding can be granted, e.g. for outstanding research or service to the Faculty, but regular teaching must be fulfilled as a basic requirement and demonstrated in the application.

Since 2013, the Faculty has also awarded one or two prizes each year for outstanding achievements in teaching. Faculty, administrators and students alike are eligible to nominate teachers for these awards. The new mode has led to more proposals and applications reaching the election committee than in previous years. At the same time, the development of innovative teaching methods is also actively supported, for example by the Faculty's e-learning specialist, by the *Innovative Learning and Teaching Initiative* (ILTI) or by direct financial support from the Dean's Office.

The teaching staff in psychology

BAP and MPI students are mainly taught by lecturers from the Department of Behavioural and Cognitive Sciences (DBCS). This is one of the objectives of both psychology programmes, in order to incorporate the research directions within DBCS into the programme. In addition, a relevant proportion of the teaching staff in BAP and MPI consists of external teachers with doctorates who, on the one hand, contribute internationally proven expertise from a specific psychological field and, on the other hand, come from practical fields of activity in psychology and are intended to impart their highly qualified practical knowledge to the students.

The teaching staff in BAP and MPI are very international and have high academic quality, long professional (teaching) experience and pronounced research activity. The students as well as the alumni rate the teaching staff as extremely cooperative and approachable, with very good communication skills, who, in addition to the highly rated teaching, offer students proven academic counselling.

At the BAP retreat organised as part of the external evaluation of teaching at the University of Luxembourg in 2020, students and alumni emphasised the excellent ratio between the number of students and the number of teachers, which allows for a high level of interaction in class and offers flexibility with regard to teaching, such as the inclusion of specific topics in the semester programme, within the framework of seminars. It was also considered very positive that the teachers often know the names of the students due to the manageable number, which lowers the threshold with regard to interaction, for example in case of problems, and thus contributes to the students' well-being. This also overlaps with the feedback from the MPI students regarding their experiences with teaching at the MPI.

5.2 Assessment: strengths and need for development for both study programmes:

The personnel policy of the University of Luxembourg as a whole is the result of a very complex negotiation process between departments, deaneries and the rectorate within the framework of a four-year plan of the university. This approach has worked well so far because all departments of the faculty have been given sufficient opportunities for growth.

The procedure for the recruitment of academic staff is regulated in detail in a document of the Rectorate dated 03.06.2020, the Academic Recruitment Procedure. A selection committee consisting of at least three internal and three external experts draws up a shortlist, which must then be approved by the University's Board of Governors. The Board of Governors also appoints the professors. The Rector appoints the members of the Selection Committee and negotiates with the shortlisted candidates. The profiles are jointly determined by the heads of the departments and the deans or directors of the interdisciplinary centers. When new professorships are established or existing professorships are re-advertised, the research profile is usually taken into account as well as the vacancies and requirements in the area of teaching.

The University of Luxembourg has guidelines for promotion (Competitive Promotion Policy), which include criteria for assessing the teaching performance of candidates. Teaching is also an important factor in the "Merit based funding scheme" of the Dean's Office. The development of innovative teaching methods is actively supported, for example by the faculty's e-learning specialist, by the Innovative Learning and Teaching Initiative (ILTI) or by direct financial support from the Dean's Office.

Teaching in the Bachelor's and Master's programme in Psychology is mainly done by lecturers of the Department of Behavioral and Cognitive Sciences (DBCS). A significant part of the teaching is ensured by teaching assignments to external PhD scientists.

Applicant selection and personnel development at the University of Luxembourg are clearly regulated and meet all standards. There is no doubt in any respect about the scientific qualifications of the teaching staff. The numerical ratio of teachers to students is particularly impressive, which is also appreciated by the students. In the conversations with lecturers and students, the impression that the staff was both quantitatively and qualitatively very good was confirmed. The students confirmed a very good supervision by the lecturers. All teachers are very well qualified. They describe the situation in classroom and the contact to the lecturers as extraordinarily pleasant and motivating.

The professional teaching is secured. However, in order to ensure the teaching of the subject, additional positions should be created in the future, such as the assistant professorship "Lifespan Development Psychology". The continuation of a professorship for "Industrial and Organisational Psychology" should also be suggested. A relatively high proportion of external teaching assignments, also in compulsory teaching, is striking. On the one hand, this leads to a very broad and varied range of courses, some of which are taught by internationally renowned experts in their field or by proven lecturers with practical experience. However, external teaching assignments are often carried out as block courses, which cannot always be organised in a didactically sensible way and often make it difficult to hold regular courses. The proportion of external teaching assistants as well as the offer of view seminars should not be increased in the psychological core competencies. Particularly in compulsory teaching, external teaching assignments are not very suitable for securing basic teaching content in the long term. At least these basic subjects of psychology should therefore only be offered by external lecturers in exceptional cases.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

As the University is a public institution, educational activities, study programmes and academic services are funded from the University's budget, with three quarters coming directly from state funds. State funding is generous and reliable, and the University has always been successful in generating additional competitive and cooperative public and private funding since its inception. Budgets to cover the operational (non-HR) costs of the study programmes are allocated at the faculty level. The enrolment fees for most bachelor's and master's programmes are very low by European standards and represent only a small part of the University's total budget. Moreover, the allocation of programme funds is needs-oriented rather than output-oriented.

In order to do justice to the decentralised organisation of the budget at the UL, the FHSE hired its own *Financial Controller* in 2016, who meets regularly with all programme directors and continuously reports to the Dean and the Faculty Council on the financial situation of the programmes. In this way, accurate and transparent financial planning has become an integral part of FHSE's programme management. The budget plans of the study programmes are agreed in advance for each calendar year and contractually recorded. The budget plan includes the costs for external teaching assistants (*vacataires*) as well as travel and accommodation costs, but not the personnel costs of regular academic and administrative staff. However, the number of *teaching units* of all lecturers in the Faculty is centrally monitored at the faculty level. Since for many of them the teaching load is not tied to a specific programme, lecturers can teach in several programmes, including those that are not associated with their department. If an agreed teaching load is not adhered to or if teaching takes place in a programme other than the one agreed with the Dean, the Dean's Office has various sanction options.

While the administration of research is decentralised, all programme administrators are based at the Dean's Office, i.e. they work for the Faculty. Especially at the master's level, the administrative staff are coordinated by the *Head of Administration* of the FHSE and reassigned as needed. This ensures a high degree of flexibility on the part of the administrators, most of whom have a university degree and often speak three or more languages. A weekly informal meeting of the programme administrators with the *Head of Administration* also makes it possible to identify and communicate common problems and to find avenues of cooperation or mutual help. Since bachelor's programmes are significantly larger, more complex and more labour-intensive than master's programmes, they usually have a permanent administrative staff as well as the special position of

a particularly qualified programme specialist who mediates between academic and administrative areas.

In contrast to the funding of the programmes, which is generally considered excellent and thus also by BAP and MPI, the budget allocations for other UL institutions have caused controversy in the past. This concerns, for example, the Luxembourg Learning Centre, which opened in 2018, but also SEVE, the central student service, which is struggling with a growing demand for new services and the professionalisation of existing services. The University is currently investing in new positions in these areas. At the same time, other services are being expanded or newly established, for example in the areas of inclusion, gender equality and psychological support for students.

In 2015, the University moved much of its activity from Luxembourg City to its new campus in Belval (Esch-sur-Alzette), which offers an overall well-equipped, modern infrastructure for teaching and learning. Belval is the centrepiece of a regional development programme designed to kick-start the economic transformation of Luxembourg's former industrial south. For the University, this programme has opened up a number of opportunities. The campus offers a modern infrastructure for teaching and learning, with the Luxembourg Learning Centre (LLC) in particular, which is also the university library, offering a variety of options. Inaugurated in September 2018, the LLC offers more than 1,000 seats, 558 individual workspaces, 152 of which are equipped with PCs, 408 seats in group study areas and five conference rooms with an additional 85 workstations. Computers, book scanners and coin-operated photocopiers are available to all students in the LLC. In addition, an agreement between the University and the Bibliothèque Nationale du Luxembourg ("BNL") ensures that students have access to a comprehensive collection of relevant literature and materials.

The LLC helps users not only to find information, but also to use the information research tools provided to them. Each student cohort receives an introduction to the use of the LLC. The library also offers personal appointments with librarians who support students and academics in document research. Since October 2018, there have been several online courses (MOOC) to train users. In addition to the collections available on the premises of the LLC (more than 214,000 books and 642 journals), students and staff have access to 390 bibliographic or content databases, 77,800 e-journals and 625,419 e-books available online and 24/7 access via the Luxembourg library catalogue. The LLC also manages ORBilu (Open Repository and Bibliography), the University's research repository.

Learning events take place on the Belval Campus in the *Maison du Savoir* on a total of four floors. The building combines an 18-storey tower, which is the administrative centre of the university, with a bridge-like horizontal structure that houses a number of conference rooms, 12 lecture halls, 60 seminar rooms as well as informal meeting areas and exhibition spaces. It is located in the

immediate vicinity of the *Maison des Sciences Humaines*, which houses the FHSE. The BAP secretariat, the office of the programme specialist as well as the Director of Studies are located in the *Maison du Savoir*, while the offices of the UL teaching staff are located in the *Maison des Sciences Humaines*.

On the Belval Campus, all lecture halls and seminar rooms are equipped with modern technology. In addition to projection options (projectors in lecture halls, LED panels in seminar rooms) and loudspeaker systems, the seminar rooms have special, washable wall coatings that make it possible to write learning-relevant information on the walls in a similar way to a blackboard. In the course of the Corona pandemic, all lecture halls were converted for streaming-capable projection of lectures in preparation for the 2020/21 winter semester. Selected seminar rooms were also equipped with special conference technology that allows the camera images to be played back on large screens by those students who are attending a face-to-face course from outside the University (*hybrid teaching*).

The first floor of the *Maison des Sciences Humaines* houses the laboratories used for psychological research and teaching, which together form the *Experimental PSYchology LabOratory Network (EPSYLON)*, offering teaching staff and students at the BAP and MPI a variety of learning support options from different areas of psychological research. EPSYLON comprises the following laboratories: Child and Baby Lab, Cognition Lab, Cognitive Neuroscience Lab, User Lab/Usability Lab, Laboratory of Psychobiology and Neurophysiology, Addictive and Compulsive Behaviours Lab, Media and Experimental Lab, Psychological Assessment and Testing Laboratory, Aging and Developmental Lab, Biochemical Lab.

Digital Learning Environment

The University's IT platform for student and course management is an in-house design called ACME (*Application Centralisée pour le Management des Etudiants*). However, it is only partially able to cope with the increasing complexity of study programmes and academic procedures – many workflows are based on a combination of digitally supported, standardised work steps with manual elements that often involve workarounds adapted to different local needs – which is why the renewal of the software is a strategic priority for the University. Another priority is the complete digitisation of the admission and enrolment processes, as the partial manual processing of files in the Admissions Office has proven to be too burdensome. The renewal process of the ACME software was initiated by an audit in 2019 and will move into the implementation phase in 2021.

Moodle is used as the central learning platform at the university, and each faculty has an expert for this platform who serves as a contact person for the lecturers. For synchronous online teaching, the University uses Cisco Webex as well as a number of other platforms and programmes for which licences are available to lecturers. In the 2020/21 winter semester, numerous courses will

record hybrid teaching simultaneously using Webex and then make it available to students for download via the Moodle platform.

Career advice

The University has its own Career Centre, which benefits both students and their potential employers. It offers students Job search advice as well as workshops with external experts to train CVs, application letters, job search techniques and/or social skills. Students receive access to copies of relevant documents as well as statistics on the economic and financial market, other information such as internship agreements or student jobs, and the latest news on employment issues; A joint platform with job and internship advertisements.

The University also organises its annual *Unicareers.lu* day, a one-day job fair that offers all students the opportunity to meet Luxembourg's main employers (more than 100, including a number of employers from Luxembourg's business and financial centre) and to attend various conferences. In addition, there are subject- and sector-specific events, for example in the field of social work.

Student life

Student life on the new campus requires special support, as Belval as a whole is still developing and therefore does not have an established environment. The opening of several student residences as well as the *Maison des Arts et des Étudiants* and the *Student Lounge* in 2019, the expansion of extracurricular activities through central services such as "espaces cultures", campus art, campus sport, campus wellbeing, the support of student associations (16 are currently recognised, each receiving 600 euros per year in funding) and the stimulation of new initiatives provide examples of this support. Student representatives can also make suggestions to the Rectorate and faculties for initiatives and improvements and are supported in their own projects. The *uMatter* web platform provides resources and information on various aspects of student life. At the programme level, the BAP Directorate of Studies promotes student initiatives, such as the Student Council, *Psychokino* screenings, events or theatre groups, and also provides financial resources for this purpose.

Nevertheless, "student life" remains a significant field of action for University policy. Luxembourg is known for its very high standard of living, which includes housing prices. While the University offers affordable housing at various locations throughout Luxembourg, this offer is not sufficient to accommodate the increasing number of students. A major challenge here is the management of the Belval Campus, which is not the responsibility of the University but of the *Fonds Belval*, a public organisation responsible for the development of the prestigious project *Cité des Sciences, de la Recherche et de l'Innovation*. Any new use or change of use of the buildings and spaces must be clarified with and approved by the Fonds Belval. As a university-wide survey in 2018 revealed, this circumstance makes campus life particularly difficult, as (in-)formal meeting places

for students are difficult to set up. On the other hand, an attractive feature of the University of Luxembourg for students is its international environment. All bachelor's programmes and many master's programmes offer a diverse range of programmes spanning the globe for the mobility semester. Exchange programmes are partly financed by the UL. It is also easy to gain multicultural experience at the University itself, as most study programmes are multilingual and internationally oriented. The University is a place where students from different cultural and national backgrounds meet in courses, seminars and other social gatherings. In this way, it connects students who come not only from very different parts of the world, but also from different parts of Luxembourg and the surrounding regions.

Learning Support

The University tries to accompany students from the very beginning of their studies. To this end, a welcome day is organised for first-year students at the beginning of the academic year. At the end of their studies, diplomas are handed out by the Rector and the Deans of the University at a large graduation ceremony, which usually takes place in December each year.

Bachelor of Science in Psychology (BAP)

In order to facilitate the start of studies and to establish contact between the students coming from different countries at the beginning of the semester, the BAP has been offering the buddy system very successfully for several years. In addition, a detailed introductory event takes place on the first day of studies, where the first-semester students not only get to know the entire Directorate of Studies, including the programme administrator and programme specialist, but also teaching staff as well as representatives of the Student Council and the ALEP.

For students in their second and third years of study, the Directorate of Studies also holds events in the first week of the programme, in which upcoming events and decisions and related procedures are described. For the second year of study (i.e. students in the third semester), this concerns, for example, the preparation of the mobility semester and the work-related internship. The third year of study (i.e. students in the fifth semester) receives information on finding a topic for the bachelor's thesis.

With regard to communication with the students, the Directorate of Studies uses mailing lists and the electronic teaching-learning system Moodle. This provides students with timely information relevant to their studies, for example with regard to upcoming elections concerning participation in the application fields offered for the second or sixth semester.

A special offer for voluntary participation has existed for several years with the Bachelor's Thesis Colloquium. In the course of this offer, all students who have registered for the bachelor's thesis are contacted at the beginning of the sixth semester. Since the introduction of this offer, almost

all of the students contacted have taken part in the colloquium, which then usually takes place two to three times, each time at an interval of one month. The meetings with the students are not about discussing the content of the respective bachelor's thesis project; instead, the colloquium aims to offer students a protected space in which they can ask questions about the process of writing the bachelor's thesis (e.g. its formal design), describe problems (e.g. perceived writer's block) and obtain assessments of their own procedures (e.g. frequency of email contact with the supervising lecturer) and experience a sense of community among fellow students in the same study situation. The colloquium is led by the Director of Studies and another experienced lecturer from the BAP teaching staff.

Master of Science in Psychology (MPI)

In order to address and respect the diversity of students with their individual needs, the study programme organises its own introductory event at the beginning of the semester. The main objective is to introduce the new students to the programme management, other students and the infrastructure. Former BAP students serve as "buddies" for new students at the University of Luxembourg. In addition, individual counselling sessions – especially with the new students at the UL – take place with the programme management.

Through the MPI lecturers, students gain access to the UL's psychological research facilities. Thus, the study programme offers students extensive laboratory experience within the Faculty's own facilities, the laboratory facilities (EPSYLON), which have an excellent reputation in basic and applied psychological research. Master's students benefit here from a close connection between teaching and current research. At the same time, master's and PhD projects in turn benefit the research activities of the units involved. In summary, the MPI, by means of the laboratories, offers students an adequate infrastructure with easily accessible learning resources.

Almost all lecturers emphasise that the MPI has very good, even excellent administrative support at the programme level (easily approachable and helpful, very proactive, competent and friendly in all communication, timely, very supportive, highly motivated) and very good technical support (Moodle). In addition, the lecturers emphasise that the University provides good to excellent resources and infrastructure.

6.2 Assessment: strengths and need for development for both study programmes:

In 2015, the university moved a large part of its activities from Luxembourg City to its new campus in Belval (Esch-sur-Alzette). The campus offers a modern infrastructure for teaching and learning. In particular, the Luxembourg Learning Center (LLC), which is also the university library, offers a wide range of facilities.

Learning events take place on the Belval campus in the Maison du Savoir on a total of four floors. The building is adjacent to the Maison des Sciences Humaines, which houses the FHSE. The BAP secretariat, the office of the programme specialist and the director of studies are located in the Maison du Savoir, while the offices of the faculty of the University of Luxembourg are located in the Maison des Sciences Humaines.

On the Belval campus, all lecture halls and seminar rooms are equipped with modern technology. On the second floor of the Maison des Sciences Humaines are the laboratories used for psychological research and teaching, whose union as the Experimental PSYchology LabOratory Network (EPSYLON) provides faculty and students in BAP and MPI with a variety of learning support facilities from different areas of psychological research.

The resource endowment of the study programmes can be rated as very good. The modern and technically excellent equipment is suitable for providing students with a sound education. In the view of the review panel, the overall resource endowment is very well suited for the implementation of the study programme. Buildings, rooms and technical equipment can be described as exemplary. The library offers students extensive support in finding information and using the available technology. The numerous laboratory rooms and their technical equipment for various areas of psychology are particularly impressive. The University of Luxembourg is also well prepared for digital teaching.

The study programmes are taught according to the latest international research-based standards. Student support is extensive and covers many areas, from introductory events for first-year students to a study-accompanying "buddy system," a (mandatory) semester abroad, and career counseling in a dedicated Career Center.

Of course, the students' housing situation is not yet optimal. However, the university's options for exerting influence here are limited and the university should continue to strongly support students in their search for housing.

Students complained, however, that there is little at the university to engage in outside of the classroom. Particularly because of the multilingual nature of the university, students would like to see more intensive exchange and intercultural dialogue with each other. Infrastructural offerings should therefore be created that enable students to meet regularly. In this regard, the influence of the Belval Fund should also be referred to, which should provide support here in order to make the campus more attractive and more affordable. On the other hand, the university should also support student initiatives that are not registered in the "Régistre des commerces", which since the administrative burden and costs for students here represent a significant hurdle.

The scope and qualifications of the non-scientific administrative staff can be described as very good. Sufficient continuing education opportunities are available. The needs of a heterogeneous student body are also adequately addressed. Internal quality assurance considers physical resources in its evaluation culture and solicits feedback from students on a regular basis. The evaluation group assesses all material, financial and human resources as fully sufficient to achieve the qualification goals of the study programmes.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

In 2018, the *Office of Statistics and Institutional Research* (OSIR) was established at UL, reporting directly to the Rector. This is a professional service that continuously provides data for strategic reporting. The system builds on the existing enrolment statistics and has been gradually expanded over the past two years to provide regular indicators on student assessment, cohort progress, mobility, investment in teaching, curriculum and course-related aspects. In parallel, OSIR is currently developing a common dashboard through which data will be made available continuously to the University community.

OSIR is also responsible for conducting annual University-wide surveys, of which there have been three since 2019: a student satisfaction survey, a staff satisfaction survey, and a graduate survey that also generates employability data. The results of the student survey are incorporated into UL's strategic goal development. For example, the results of the 2019 survey show that the area of "Student Life" requires increased attention. The survey of graduates has improved considerably compared to previous surveys, especially methodologically and with regard to the analysis of the results, but nevertheless still has room for improvement. The university is planning to integrate a longitudinal element through another survey, which will be conducted two to three years after graduation. The aim is to increase participation by setting up an alumni network, for which an alumni representative was hired in September 2020.

At the course level, the University consolidated some previous survey instruments in 2020. Student feedback at the course level is used to monitor learning processes by the students themselves. Until 2019, student course evaluations were still conducted at the faculty level, including the programme director of the BAP. The Faculty's course evaluation system was based on a set of guiding

principles developed in collaboration with the programme directors and officially validated by the Faculty Council. These guiding principles also organise the information management of the current system, which was technically implemented by the Faculty's own *Luxembourg Centre for Educational Testing* (LUCET). Participating students can view the results for each of their courses in which they themselves have submitted an assessment. Teachers receive summaries for each of their courses, including comments entered in open text fields. Programme directors and the Dean receive summaries of all courses in their respective programmes. This approach has enabled the Faculty to move from an almost general rejection to a general endorsement of course evaluation. Since 2020, course evaluation has been organised jointly with the other two faculties and the Rectorate. Within the University-wide focus group on course evaluation, the FHSE faculty members – essentially the members of the former project group – are in the majority due to their generally recognised experience and expertise in this area. The joint coordination of this important instrument signals that the University as a whole is also increasingly adopting a participatory approach.

Another source of education monitoring is the University's Internal Audit. It follows an audit plan adopted by the Supervisory Board, which focuses on issues relevant to education policy. For example, the current audit deals with the costs of using external teaching staff at the university.

7.2 Assessment: strengths and need for development for both study programmes:

The University of Luxembourg has a very good information management system. Due to the thorough, broad and very careful data collection systems and possibilities, the university has an up-to-date and complete data structure, the usability of which is excellent for the internal quality management system. The evaluation of the data is always accompanied by quality assurance measures and the planning of follow-up activities.

The existing information management system is comprehensive and state-of-the-art: on university level there is a dedicated department in charge of statistics and data management. The faculty is utilising the university existing infrastructure to collect students' feedback on individual courses and lectures as well as on the environment at the university in general. The informal feedback processes at both the BAP and the MPI seem to be running quite well, the students report that they feel encouraged to give feedback to the lecturers and their feedback is well received by the teachers.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

Every year, the University publishes information about its activities on its website in the form of annual reports as well as a list of the degree programmes currently offered. Official documents such as the University Act and the study regulations can also be found here. To attract potential students, the Faculty also publishes detailed information about each programme on the University website: brochures, syllabi, admission requirements, selection criteria, intended learning outcomes, teaching staff, as well as news and other information.

The FHSE also has a variety of tools at its disposal to make its degree programmes known to the Luxembourg public. A three-person communication team coordinates the processes and is available to the degree programmes and the teaching staff. This team creates the design for flyers, posters, brochures and other information material as well as promotional videos, which are produced in cooperation with the MediaCenter. The communication team also organises participation in events and, in particular, the digital marketing of the programmes. For this purpose, there is regular cooperation with the *International Office* and the PR department at the university level.

The regular marketing activities for bachelor's programmes at the FHSE are primarily aimed at high school students from Luxembourg and neighbouring regions (France, Germany, international students with French-German baccalaureate) and their parents. Effective communication channels for recruiting BA students are direct face-to-face meetings, e.g. at the University's *Open Day*, where all programme directors present their programmes; at *orientation days* at Luxembourg high schools and high schools in the neighbouring regions; at *Student for a Day* events, as well as at the Luxembourg *Foire de l'étudiant*, the *Forum Franco-Allemand* in Strasbourg and other education fairs in the neighbouring regions. The advantages of these events are direct interaction and exchange.

In terms of reach, however, digital marketing is clearly superior to face-to-face communication. The fact that the University still has weaknesses here, along with the ambitious language requirements, is one reason for the persistent difficulties of international programmes in recruiting students from abroad. As "millennials" mainly use mobile devices to access information, the University urgently needs a new, user-friendly website optimised for mobile devices. Since 2019, FHSE has had a faculty website, which is a first step towards renewing UL's digital presentation. Although the site focuses mainly on research, it also aims to interest potential students in the Faculty's topics.

For the recruitment of master's students, which is more international than the recruitment of bachelor's students, the university uses a combination of digital and personal communication, e.g. digital marketing via recruitment portals such as masterportal.com, masterstudies.com and findamaster.com. In addition, the Faculty is represented at student fairs in Germany and neighbouring countries, but also in Eastern Europe or the USA, for example. For certain degree programmes, bespoke solutions are developed for this purpose.

Joint activities of both study programmes

In the past winter semesters 2018/19 and 2019/20, the BAP and MPI organised a joint series of public lectures aimed at students (of psychology) and all those interested in the research topic. In the winter semester 2018/19, a total of eight experts from the UL and other universities presented current research findings on the topic of "Psychology and Health", illustrating the diverse connections between psychological processes and the experience of health as well as individual health behaviour. The topic of the lecture series in the winter semester 2019/20 was "Addiction and Dependence". Once again, the programme consisted of eight experts from UL and other universities. In addition, colleagues were recruited to report from the perspective of psychological practice. Within the framework of the lecture series, various forms of addictions, as well as their diagnosis and treatment, were presented and discussed, thus addressing highly topical and socially relevant health issues.

Students from BAP or MPI received a certificate of attendance at the end of each lecture series if they had attended at least six of the eight lectures. Each lecture was followed by a reception to which all attendees were invited, and which provided an opportunity for informal exchange with the speakers. This lecture series were also announced in the national media, which meant that the very well-attended lectures attracted interested listeners from outside the UL in addition to students and researchers.

The high quality of psychology teaching at the University of Luxembourg is also reflected in the annually updated Times Higher Education (THE) rankings. Psychology at the University of Luxembourg has continued to improve for 2020 and is currently ranked very highly internationally between 151-175. In 2019, The high quality of psychology teaching at the University of Luxembourg is also reflected in the annually updated Times Higher Education (THE) rankings. Psychology at the University of Luxembourg has continued to improve for 2020 and is currently ranked very highly internationally between 151-175. In 2019, psychology was already in the 176-200 ranking category, which is very respectable for a very young university.

Bachelor of Science in Psychology (BAP)

The BAP secures and increases its competitiveness through intensive public relations work, both nationally and internationally (e.g. participation in student fairs in Luxembourg and abroad, presentations in schools, staff availability for prospective students, flyers and brochures, public presentations by the study directors). For example, every year the BAP offers interested secondary school students the opportunity to take part in various courses as part of the “University Trial” initiative. In the week from 2 to 6 November 2020, 182 participants attended the most psychological courses out of a total of 450 interested students from Luxembourg and the Greater Region (Belgium, Germany, France).

In this context, the bachelor’s programme in psychology aims to attract students who, beyond their general interest in psychological issues, are willing to engage intensively with the research methods of psychology, who are also capable of studying in three languages, and who demonstrate a high level of motivation to work in an international environment. The BAP’s public relations work is therefore largely geared towards this objective.

The comprehensive, trilingual website of the Bachelor of Science in Psychology not only provides all the basic information on the BAP (e.g. study structure and contents, admission requirements), but also offers a variety of additional information (e.g. presentation of all lecturers, the “Luxembourg Experimental Internship Journal” resulting from the BAP’s experimental internship, which allow interested parties to get a concrete and vivid picture of the study programme).

For applicants to the BAP in particular, however, the website provides important information beyond the basic information on the admission procedure (such as a detailed list of topics that should be addressed in the applicant’s letter of motivation, enrolment and submission deadlines), which should help prospective students to prepare for a successful application. Applicants who follow and reflect upon this advice have a high chance of being admitted to the BAP.

The BAP is represented at the relevant annual student fairs in the Greater Region (e.g. Foire de l’étudiant, Vocatium Saarbrücken, Vocatium Trier, Forum franco-allemand), whereby the Forum franco-allemand in Strasbourg is the most important annual fair for the BAP because of its decidedly bilingual target audience – here contacts are made with potential students from all parts of Germany and France. After a conversation with visitors interested in studying at the BAP, they receive a paper copy of the course catalogue, the module handbook and the *BAP Admission Guide* with the most important information about the admission procedure.

The BAP consistently follows up on invitations from Luxembourg schools or schools in the Greater Region that promote multilingualism to take part in school-internal study orientation days or to give a presentation on the study of psychology. The same willingness is generally present when schools visit the University of Luxembourg. Furthermore, the BAP not only takes part in all the

activities of the University of Luxembourg (e.g. Open Day, University Trial, guest auditor programme), but also offers prospective students the opportunity to attend selected lectures by arrangement.

The promise of a highly personalised study programme that focuses on students is also manifest in the support of prospective students. For example, email enquiries about the degree programme are usually answered in detail by the programme specialist, the Director of Studies or the Deputy Director of Studies within one day. Prospective students who would also like a personal informational interview can make an appointment with the programme specialist at any time.

While the means used in outreach are certainly effective in achieving a high proportion of suitable international candidates (around 50% of BAP students are not from Luxembourg), further efforts are needed in the future to enable even more young Luxembourg residents to study in their home country. Since for decades Luxembourg graduates have studied abroad, many talented young Luxembourgers still prefer to study outside Luxembourg. The fact that they would receive an academic education in the BAP that is at least equivalent in quality to that of other European countries, if not even better in some areas, often does not provide sufficient motivation for them to apply to the BAP. This is where a corresponding change in public relations work must come into play in the future. The university must communicate the high quality of this educational programme even more strongly than before. In this context, the BAP also sees itself obliged to contribute to the development of university culture in Luxembourg.

Master of Science in Psychology (MPI)

For the recruitment of new master's students, the MPI attaches particular importance to an informative and up-to-date website on the one hand and to the intensive use of digital marketing via recruitment portals (in close cooperation with the Communications Department) on the other. The overall steady increase in applications, especially from German-speaking students from the Netherlands, underlines the effectiveness of this approach. Due to the increased visibility of the MPI, the number of Luxembourgish applicants who have obtained their bachelor's degree at another university is also rising.

In addition, email enquiries about the degree programme are answered promptly by the programme director and the MPI secretariat. Prospective students who would also like a personal informational interview can make an appointment with the programme director at any time.

8.2 Assessment: strengths and need for development for both study programmes:

The decision-making processes are transparent and appropriate in terms of concept and target achievement. The university provides detailed information about studying and teaching as well as

about the main research areas of the University. The relevant organisational documents, such as the respective examination regulations are available and published. Organisational study documents are made easily accessible on the website. All committees contact persons and contact points are clearly and transparently named. All relevant information for students and prospective students, for graduates and other interest groups are open to the public.

Overall, the public information on the "Bachelor of Science in Psychology (BAP)" and "Master of Science in Psychology: Psychological Intervention (MPI)" is satisfactory. There are many opportunities for prospective students to find out more about the university, faculty and degree programmes. Worth mentioning are some very informative YouTube videos about the faculty.

However there are some areas of development:

While the information (flyers, internet, videos) for potential applicants for the study programmes is very good and appealing, the mission statement of the university and the motivation should be communicated even more clearly apart from the trilingualism. The relationship between the module handbook and the course catalog could be improved. The contents of the module handbooks are partly outsourced to the course catalog. The module handbook should contain all information that is independent of short-term changes (e.g. literature) in order to always give the reader a comprehensive overview of the content and goals of the course.

Study-specific assessment for the "Bachelor of Science in Psychology (BAP)":

An intensively discussed topic was the extent to which a master's degree in psychology or psychotherapy is possible in the European Higher Education Area with the completion of the degree. Currently, the BAP qualifies for a master's degree in psychology, but not yet for a master's degree in psychotherapies according to the newly reformed law of psychotherapist training in Germany. However, programme leaders made it clear that they intend to adapt the BAP to meet the requirements of the German reform of psychotherapist training. By the academic year 2022-2023, the BAP is expected to change its curriculum so that it will comply with the new German licensing regulations for psychotherapists.

In the interest of mobility, it should therefore be shown transparently for the European Higher Education Area whether a master's degree in psychology is possible with the successful completion of the bachelor's degree. This could not be done for the master's degree in psychotherapy due to the quantitative number of study programmes, because the university would have to indicate for each European master's degree in psychotherapy whether the BAP meets the requirements for the respective master's programme. However, the University of Luxembourg will transparently indicate - this has already been bindingly signaled by the university - that the BAP is Bologna-compliant and thus recognised in the European Higher Education Area. In addition, the

university will transparently present that European master's programmes in psychology have different access requirements and thus different numbers of ECTS credits are expected in certain areas of study. Students must therefore check which access requirements Master's programmes they are interested in have and where to obtain the required ECTS credits in the different study areas.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

According to the law, it is the responsibility of the *Conseil de Gouvernance (CG)*, the University's supervisory board, to decide on the continuation of study programmes. This competence forms the legal basis for the University policy of programme review, which is at the time of this report is not yet finally defined. In practice, major changes to a programme (i.e. the general thematic orientation of the programme, the programme name, tuition fees, etc.) must be validated by the University Council and the CG. Minor changes to the programme are discussed in the Faculty Council and formally decided by the Dean.

The UL's new quality framework provides for cyclical reviews of all study programmes based on a detailed survey instrument. The specific objectives of this review are initiated by an agreement between the programme management and the University's quality management. Commitments on the part of QM, the Faculty, the central administration and the Rectorate are part of these agreements. Quality management at the level of the Rectorate is responsible for confirming compliance with procedural standards and for monitoring the review cycles in the three faculties. It reports annually to the Rectorate, the University Council and the University Supervisory Board on compliance and results. In addition, it supports the quality officers of the faculties in organising the review. There are common standards for review: Fundamental to the use of survey instruments as a reflective process. Here, the involvement and participation of students in all phases of the assessment process plays an important role. The involvement of external stakeholders, occurs as well, at least in the reflection phase. The involvement of external peers, on the other hand, occurs in the reflection as well as in the review phase. This can take various forms, such as regular peer

participation in steering committee meetings, the establishment of a peer review panel, or external accreditation of the program. In the case of multi-year review cycles, an annual assessment of progress is made. Review cycles will be aligned with the goals and measures identified in the review agreement. For new programs, the first review cycle must be completed no later than the end of the standard period of study for the first cohort. The first program reviews at FHSE are scheduled for the 2021/22 academic year.

9.2 Assessment: strengths and need for development for both study programmes:

The study programmes have different procedures for internal quality assurance, e.g. in the form of the use of surveys of students on individual courses. Characteristic is the very formalised structure on the one hand and the emphasis on the importance of informal exchange between students and teachers on the other. The evaluations that take place as well as regular feedback rounds ensure a regulated exchange of information between the students and the lecturers, which enables a quick implementation of any necessary or useful adjustments in the following semester.

The University of Luxembourg has developed a quality framework that provides for the cyclical review of all study programmes based on a detailed survey instrument. The specific objectives of this review are initiated by an agreement between the programme management and the university's quality management. Quality Management at the Rectorate level is responsible for confirming compliance with procedural standards and for monitoring the review cycles in the three faculties. It reports annually to the Rectorate, the University Council and the University Supervisory Board on compliance and results. In addition, it assists the quality officers of the faculties in organising the review.

The continuous monitoring of the study programmes is the responsibility of the program directors, who are supported by the steering committees of the programmes. All study programmes are required to establish appropriate steering committees with the participation of students, which meet at least once a year. The committee is free to decide on the form, objectives and agenda of each meeting, but as a rule it deals in particular with quality issues (for example, concerning the design of the programme, module plan and courses, content of a course or teaching and assessment methods). The extent to which this involves issues of linking teaching and research, adapting course content to societal demands, and the workload for modules and examinations is not evident from the documents.

Common standards for review include: The use of the survey instrument to structure and document the reflection process and commitments. The participation of students in all phases of the review process. The involvement of external stakeholders in at least the reflection phase. The involvement of external peers in the reflection and review phases. Review can take a variety of forms, including regular peer participation in steering committee meetings, establishment of a

peer review panel, or external accreditation of the programme. For multi-year review cycles, an annual assessment of progress.

The first programme reviews in the School of Humanities, Education, and Social Sciences are scheduled for the 2021/22 academic year.

In addition to the formalised methods of internal quality assurance described above, communicative exchange with students is of central importance for BAP as well as for MPI. This exchange is not only significant for a continuous review of teaching and learning, but also enables students to communicate their needs, wishes and concerns to the teaching staff as well as to the Director of Studies. For example, the Director of Studies of the BAP offers a weekly, two-and-a-half-hour office hour.

Current developments as well as strategic planning for the Bachelor's programme are discussed and recorded in regular meetings of the entire Directorate of Studies. The results of the teaching evaluation conducted at the end of each semester are first forwarded by the faculty person responsible for evaluating the evaluation to the Director of Studies, who then passes the results on to the respective teaching staff and discusses student feedback with them. If necessary, changes in didactic methods are also noted for the next course period. The BAP and MPI study directorates report to the respective study programme steering committee twice a year.

Participation in the course evaluations is good overall, but could be even higher. One objective and performance indicator would be to increase the response rate of course evaluation. The results of the course survey are made available to the responsible lecturers. There are sufficient feedback effects with the students. Because of the numerically manageable number of students and the great interest and commitment of the teachers, in addition to the first formal, the second, more informal strand of quality control is convincing. Since the university is still very young and is permeated by the initiative spirit of each individual lecturer, the informal exchange between lecturers and students is of particular importance to the university. The willingness to create and the high level of commitment on the part of the teachers can be clearly felt, which the expert group very much welcomes. In the interests of ongoing quality assurance, however, care should be taken to ensure that the processes and procedures for ensuring quality for studies are independent of people in the long term and are thus more formalised and standardised. The interlinking of informal quality control with formalised methods should therefore always remain in focus. In this context, the regular inclusion of questions about the connection between teaching and research, the adaptation of the course content to social requirements and the workload for modules and examinations in the evaluations should also be encouraged.

However, the existing data management systems appears to be a little bit too static, e.g. the students' feedbacks are only collected *at the end* of the semester, thus there is only little incentive

to participate. It is also stimulated to schedule the surveys of students, e.g. on courses, so that the participants are informed of the survey results at the end of the lecture period and so that the results can be discussed together in the course.

Overall, the impression arises that the quality management system of the University of Luxembourg is suitable for ensuring and further developing the quality of the "Bachelor of Science in Psychology (BAP)" and "Master of Science in Psychology: Psychological Intervention (MPI)" courses examined here. The combination of formalised quality assurance tools such as the various evaluations or the analysis of statistical data with the informal feedback that is transmitted from students and graduates to teachers and programme managers is useful and effective. The University of Luxembourg pursues a continuous improvement in quality management. It should be noted that the university implements clear procedures and responsibilities for quality assurance in teaching. This has a positive effect on the further development of the courses, both in terms of the topicality of the teaching and the didactic quality of the teaching. In summary, it can be said that at the University of Luxembourg the framework conditions and mechanisms to ensure the quality of studies and for appropriate further development "Bachelor of Science in Psychology (BAP)" and "Master of Science in Psychology: Psychological Intervention (MPI)" exist and are made transparent and work very well in use. The evaluation itself is continuously being developed. The results of this quality assurance are clearly used for the further development of both study programmes.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

The FHSE supports the development and implementation of the common quality framework and regular study programme monitoring. Until full implementation, the Dean's Office maintains regular contact with the study programme directorates. At least once a year, student statistics on the individual programmes are generated by the OSIR and made available to the programmes. Meetings between the Dean, various employees of the Dean's Office (finance, HR, QM) and the programme directorate take place partly on a regular basis, partly at the request of one of the above-mentioned parties or for current reasons (falling/increasing student numbers or costs, high drop-out rates, etc.). In addition, individual study programmes and their needs are discussed in the

Faculty's committees, especially at the meetings of the programme directors and in the Faculty Council. The general approach at FHSE is to support the programmes in achieving their goals. Monitoring is based on mutual trust between all participants and the high level of commitment of the FHSE academics to teaching. Ongoing monitoring of the study programmes is the responsibility of the programme directors, who are supported by the programme steering committees. All programmes are required to hold these meetings at least once a year, and they must follow set guidelines for the composition of this committee. The committee is free to decide on the form, objectives and agenda of each meeting, but usually focuses on quality issues (such as programme design, module plan and courses, course content, or teaching and assessment methods). Students and other external stakeholders are part of the steering committee. Communicative exchange with students is of central importance for BAP as well as for MPI. This exchange is not only significant for a continuous examination of teaching and learning, but also enables the students to communicate their needs, wishes and concerns to the teaching staff as well as the Director of Studies. For example, the Director of Studies offers a weekly, two-and-a-half-hour consultation hour (currently online), which can also be attended without prior registration. In addition, the secretariat is available to students during normal office hours. Questions, for example, about the preparation of the mobility semester, which is obligatory for the BAP, can be discussed in detailed personal contact with the study programme specialist by arrangement. Additional communication channels, such as email, telephone calls and virtual meetings via Skype or Webex, are of course also available to students.

Current developments as well as strategic planning of the bachelor's degree programme are discussed and recorded in regular meetings of the entire Directorate of Studies. The same applies to the MPI. An exchange with the student representatives of the different cohorts currently takes place both in virtual meetings and in informal form (email exchange).

The results of the teaching evaluation carried out at the end of each semester are first forwarded by the faculty person responsible for the evaluation to the Director of Studies, who then passes the results on to the respective teaching staff and discusses the students' feedback with them. If necessary, changes in didactic methods for the next course period are also recorded. In the case of identified continuing problems with a course, which are classified as significant by the Directorate of Studies and which cannot be remedied even after discussions with the responsible teacher, there may be a change of teaching staff in the subject concerned. This change is also possible at the request of a teacher.

The directorates of studies of BAP and MPI report to the respective steering committee (Comité de pilotage) of the study programme twice a year. The content of these meetings is the accountability report of the directorate of studies, an analysis of the existing structure and the content

orientation as well as a discussion of planned projects within the framework of the degree programmes (e.g. changes in teaching staff or teaching content).

10.2 Assessment: strengths and need for development for both study programmes:

The university fulfills all obligatory aspects of external quality assurance: the various organisational bodies and levels are adequately in place and were explained in detail in the discussions with the university. Internal as well as external quality assurance measures take into account all legal requirements and benefit from each other in order to advance the quality development of the study programmes "Bachelor of Science in Psychology (BAP)" and "Master of Science in Psychology: Psychological Intervention (MPI)" and of the university as a whole and always. The quality management ensures very well a permanent current and transparent presentation of the general quality assurance measures and instruments of the University of Luxembourg. These are also easily visible on the homepage.

The University of Luxembourg undergoes an external evaluation every four years, alternating between research and teaching. The client is the Luxembourg Ministry of Higher Education and Research.

The implementation of changes made as a result of such external evaluations are included in a multi-year planning process involving the University of Luxembourg and the national government. The basis for this process is the four-year plan. It defines disciplinary or cross-disciplinary thematic priorities for research within and between faculties and Interdisciplinary Centers, as well as overarching strategic commitments in research, teaching and administration. The four-year plan forms the basis for a multi-year framework agreement between the University and the Ministry of Higher Education and Research. The relationship and mutual influences of internal and external evaluation results could be further elaborated.

The very good quality of the "Bachelor of Science in Psychology (BAP)" is also evidenced, among other things, by the successful application for the "Quality Seal for Psychology Bachelor's Programmes at German-Speaking Universities" by the German Psychological Society in 2017. "Master of Science in Psychology: Psychological Intervention (MPI)" was also one of the first German-language master's programmes to apply for the DGPs seal of quality in July 2020.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programmes "**Bachelor of Science in Psychology (BAP)**" (B.Sc.) and "**Master of Science in Psychology: Psychological Intervention (MPI)**" (M.Sc.) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (Ongoing monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree programme is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of the **“Bachelor of Science in Psychology (BAP)” (B.Sc.)** and **“Master of Science in Psychology: Psychological Intervention (MPI)” (M.Sc.)**.

The peer group **proposes the accreditation without conditions**

The peer-review experts recommend the following **recommendations**:

General recommendations

1. To ensure long-term teaching by permanent staff and the further development of the courses, professorships such as the assistant professorship "Lifespan Development Psychology" or the professor for "Industrial and Organisational Psychology" should be filled and reassigned again.
2. The proportion of external lecturers and the number of block seminars should not be increased in the basic psychological subjects.
3. In the interests of ongoing quality assurance, care should be taken to ensure that the processes and procedures for ensuring quality for study and teaching are independent of people in the long term and are thus more formalised and standardised.
4. With the help of the Belval Fund, the university should promote intercultural exchange between the students by providing appropriate space.

Recommendations for study programme "Bachelor of Science in Psychology (BAP)" (B.Sc.)

1. The teaching of the course content in the basic psychological subjects should be carried out by permanent teaching staff.
2. In terms of mobility, it should be shown transparently for the European higher education area that European master's courses require different entry requirements and thus different ECTS points in certain study areas. Students should therefore check whether the bachelor's degree can be connected to a master's degree in psychology at another European university.

V Decisions of the Accreditation Commission of ACQUIN

Based on the peer report, the statement of the university and the statement of the standing expert committees the accreditation commission took on 28 June 2021 the following decisions:

Master of Science in Psychology: Psychological Intervention (MPI) (M.Sc.):

The study programme "Bachelor of Science in Psychology (BAP)" (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

The following recommendations are given for the further development of the study programme:

- To ensure long-term teaching by permanent staff and the further development of the courses, professorships such as the assistant professorship "Lifespan Development Psychology" or the professor for "Industrial and Organizational Psychology" should be filled and reassigned again.
- The proportion of external lecturers and the number of block seminars should not be increased in the basic psychological subjects.
- In the interests of ongoing quality assurance, care should be taken to ensure that the processes and procedures for ensuring quality for study and teaching are independent of people in the long term and are thus more formalized and standardized.
- With the help of the Belval Fund, the university should promote intercultural exchange between the students by providing appropriate space.

Bachelor of Science in Psychology (BAP) (B.Sc.)

The study programme "Bachelor of Science in Psychology (BAP)" (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

The following recommendations are given for the further development of the study programme:

- To ensure long-term teaching by permanent staff and the further development of the courses, professorships such as the assistant professorship "Lifespan Development Psychology" or the professor for "Industrial and Organizational Psychology" should be filled and reassigned again.
- The proportion of external lecturers and the number of block seminars should not be increased in the basic psychological subjects.

- In the interests of ongoing quality assurance, care should be taken to ensure that the processes and procedures for ensuring quality for study and teaching are independent of people in the long term and are thus formalized and standardized.
- With the help of the Belval Fund, the university should promote intercultural exchange between the students by providing appropriate space.
- The teaching of the course content in the basic psychological subjects should be carried out by permanent teaching staff.
- In terms of mobility, it should be shown transparently for the European higher education area that European master's courses require different entry requirements and thus different ECTS points in certain study areas. Students should therefore check whether the bachelor's degree can be connected to a master's degree in psychology at another European university.