

Doc. 300.1.2

Date: 15.07.2022

Higher Education Institution's Response

- **Higher Education Institution:**
University Neapolis Pafos
- **Town:** Pafos
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό στην Εκπαιδευτική Ψυχολογία Εξ Αποστάσεως (1,5 έτος, 90 ECTS, MSc)

In English:

Master in Educational Psychology – Distance (1,5 years, 90 ECTS, MSc)

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

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only						
<p>1. Based on the course descriptions, there seems to be a strong emphasis on theories (rather than empirical evidence).</p>	<p>Regarding point # 1, it is possible we may have failed to convey clearly to the EEA our hands on component to our MSc in Educational Psychology. We already have a practical component in almost all our courses so that our students who are educators in primary or secondary education can learn to apply the knowledge learned. Concerning Cyprus and its legislation, it is the graduate programs in School Psychology that apply the component of practicum in the school settings. Educational Psychology is the theoretical section of the school setting. However, since we recognize the importance of the applied component as well, we have enriched our courses with the practical component as well.</p>	<p>Choose an item.</p>						
<p>2. Currently, the master's thesis is optional; students can have it replaced by two additional courses. The EEC recommends reconsidering this issue and move the dissertation to the compulsory part of the program. Moving the thesis to the compulsory part of the program will increase the program's compliance to international standards. Also, it is in line with the objective to mainly try to improve the academic level of the students (most of whom are educators in practice). The EEC</p>	<p>Regarding Point # 2, based on the learning objectives of our MSc in Educational Psychology program, we aim to apply the techniques and methods of educational and psychological research. Even though the advice of the committee is to move our optional dissertation/thesis component to compulsory, we strongly feel that our current offered courses significantly satisfy the above aims allowing for the dissertation/thesis to remain optional to the students that want to pursue this research aspect further by doing a formal dissertation/thesis. More specifically, our MSc in Psychology offers three (3) of the total 12 different courses that satisfy the above aims and learning outcomes. We offer the courses shown in the table below covering all areas of reading, analyzing and reporting of research, as well as experiencing and conducting research through the courses. These are done sufficiently as can be seen from the syllabi of the courses as well.</p> <table border="1" data-bbox="357 1435 1370 1610"> <tbody> <tr> <td>PSYC607</td> <td>Research Methods and Statistics</td> </tr> <tr> <td>PSYC610-1</td> <td>Independent Research Study I</td> </tr> <tr> <td>PSYC610-2</td> <td>Independent Research Study II</td> </tr> </tbody> </table> <p>Therefore, we strongly believe that concerning the MSc Program, our dissertation/thesis component should remain optional for the individuals that their future options would match following through a formal thesis process.</p>	PSYC607	Research Methods and Statistics	PSYC610-1	Independent Research Study I	PSYC610-2	Independent Research Study II	<p>Choose an item.</p>
PSYC607	Research Methods and Statistics							
PSYC610-1	Independent Research Study I							
PSYC610-2	Independent Research Study II							

<p>is well aware of the fact that having the thesis as a compulsory course may further increase the workload of the teaching staff. The EEC suggests reconsidering some of the currently time-consuming assessment practices (e.g. huge investment in final exams and grading assignments during the semester) in order to free up time for the supervision of the master theses. Other ways to keep work load within limits might be to allow students to collaborate in small groups for at least part of the work (e.g., data collection and analysis) and design fewer activities or weekly exercises per course, substituting them for more complex and two-week activities. Given the clinical focus of the program, the master thesis should not necessarily be a piece of</p>		
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<p>fundamental scientific research resulting in a publication in an international scientific journal. Alternatives may be to engage students in applied research (e.g. designing and/or evaluating an intervention) and target more practice-oriented publication outlets. It would be good to have a practical exercise to see in practice what they do in theory , using their experience from their students in schools</p>		
<p>3. The course content of PSYC608 (School Counseling) seems to be too broad and generic and it might be good to narrow it a bit and make it more specific (e.g., focusing on the design and implementation of preventive programs in schools).</p>	<p>Regarding Point # 3 the EEA made about the broadness of the School Setting PSYC608 course, we have made the following amendments and we believe the issue is resolved. Specifically, a number of units were added in order for the course to be focused more on school counseling rather than on broader counseling issues.</p> <p>CAREER COUNSELING Learning outcomes: Students will be familiarized with the basic Career Development Theories (Holland, Super and others); Students will be acquainted with interest inventories, families of occupations in the world of work, job descriptions, the decision-making process and the successful matching of interests, needs and abilities.</p> <p>ADOLESCENT ISSUES Learning outcomes: Students will be familiarized with several problems’ adolescents are faced with and contextual factors that can help alleviate them (conflict with authority figures – parents, teachers, society); body image, body shaming, anorexia nervosa, healthy diet and exercising.</p> <p>INTERVENTION PROGRAMS Learning outcomes: Students will be familiarized with designing and offering prevention and intervention programs on issues that trouble schools and interested partners (teachers, parents, students). Such programs may be related to issues such as student smoking, drugs and alcohol, vandalism etc.</p> <p>MULTICULTURAL COUNSELING Learning outcomes: Students will be familiarized with tolerating differences because of cultural background, but also gender, sexual orientation etc. Stereotyping, biases, social exclusion, bullying and victimization.</p>	<p>Choose an item.</p>



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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. There is a high load on final exams as a major part of the assessment procedure. In order to promote a more competency-based assessment, the EEC strongly recommends providing an array of different forms of assessment which address and permit students to develop assessment literacy and enhance their overall graduate competencies.</p> <p>2. The high value of the final exam focuses the student to memorize the information for the exam. If a robust continuous assessment is designed to guide the student to solve complex problems during the course (i.e. project based), with significant weighting, the EEC strongly recommends decreasing the weight of the final exam (i.e. 30%), to orient the student to the learning process.</p> <p>3. It is recommended that in all courses, the students complete the formative activities to do the exam.</p> <p>4. It is suggested to review the type of the formative assessment activities designed along the course and reduce the weekly activities for problem based activities (less quantity but with deeper demand to the students).</p>	<p>Regarding points 1-4 we took the EECs recommendations very seriously. Therefore, we have changed our grading and assignment values. Specifically, about the percentage weights of the courses, we have decided to accept the recommendation of the EEC and have changed the weights of all our BSc, MSc in Educational Psychology and MSc in Counseling Psychology to be: 50% of the course for final exam and 50% of the assignments/activities.</p> <p>Additionally, a student must attain a minimum grade of 50% on each component in order to be considered that they have successfully completed the course. Finally, we have also divided our relative courses into three grading components, the activities, the coursework and the exam. This way, we encourage their ongoing assessment procedures throughout the semester and not give as much emphasis on the final exam component.</p>	<p>Choose an item.</p>
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1. Over the last couple of years, there has been a considerable staff turnover; it appears to be difficult to keep staff on board for a longer time, possibly in part due to the fact that Pafos is located in a remote corner of Cyprus; also, the fact that all programs are taught in Greek limits the market for recruitment; as a consequence of the large turnover, current staff consists of mainly junior faculty (8 out of 10 staff members are lecturers)</p>	<p>Regarding Point # 1 above, we have previously addressed it as well. Specifically, we thank them for addressing our difficulty in recruiting staff to our university. We had a fruitful discussion with our new manager of our HR department with some good suggestions to us for improving our recruiting percentage.</p>	<p>Choose an item.</p>
<p>2. Teaching and administrative load are very high, as a consequence of which there is very little time for research; during the visit it became clear that all current staff is already at maximum teaching load; moreover, given the fact that the university and its programs have been established quite recently, programs and courses are still in development; according to the documentation, staff can devote only 1% to 5% of their time to research activities.</p>	<p>Concerning point # 2, we refer the EEC to our Policy (NUP Procedure 06.120), (<i>see Annex 4</i>), that makes detailed reference to our recruitment procedure as well as the advancement of faculty. The salaries of the full-time faculty do start at 26,000 per annum and 32,000 for the Assistant Professor. The positions for Associate and Full professorship, salaries are negotiated depending on each case.</p>	<p>Choose an item.</p>
<p>3. Although staff members teach in their domains of expertise, teaching assignments have a very broad scope; several staff members teach in multiple subdisciplines of psychology (e.g. developmental + cognitive +); as it is almost impossible to keep track of recent insights in so many domains, this may compromise the extent to which teaching is research-based.</p>	<p>Regarding Points 2 and 3, once again it has been addressed previously. Specifically, the University has considered the suggestion of the EEC and has already announced two positions for immediate hiring (see https://www.nup.ac.cy/wp-content/uploads/2022/06/Lecturer-or-Assistant-Professor-in-Psychology-.pdf). Additionally, a Special Teaching Staff person will be hired by September 2022. Upon completion, of the application process and the hiring of these positions is filled, two more positions will be announced based on the new needs assessments conducted by the department, depending on what two specialties are hired. These hirings will also allow for more specialty-specific courses to be taught by faculty as</p>	<p>Choose an item.</p>

	<p>well. Finally, a needs assessment for faculty further research development was conducted. The results were discussed with the administration of the university and a plan of action in fulfilling these needs was implemented. (See annexes 5-13 Faculty research Plan)</p> <p>Furthermore, research seminars will be conducted bimonthly by the department to aid each faculty member in their research growth and incentives were added to the research policy of the university, as can be seen in the equivalent attached NUP Policy 4.100. (<i>see Annex 2, NUP Research Policy</i>)</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

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5. Learning resources and student support (ESG 1.6)

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6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks


Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>Overall, the evaluation process was very well prepared by the department. The documentation provided was clear and up to date and contained most of the required information. During the visit, presentations are clear and concise, leaving enough time for questions and exchange of thoughts. The discussions took place in a constructive atmosphere and staff were very open to suggestions. Looking at course descriptions, the content of most courses seems to put much emphasis on theories as compared to empirical evidence. Also, the EEC recommends moving the master's thesis to the compulsory part of the program, as this is deemed indispensable to meet international standards. We have identified both strengths and areas of improvement. We will not reiterate all our comments but highlight just a few of the most important ones. First, teaching staff is highly motivated and shows clear ownership over the program and the courses. However, the team is quite junior and there is a need to recruit additional staff members. Currently, teaching load and administrative load are very high, leaving almost no time for research. The EEC strongly recommends to give priority to the enhance opportunities for research and career development, which will also strengthen the teaching-research nexus. Second, the EEC feels that student assessment too heavily</p>	<p>We thank the EEC for identifying our strengths, that we also agree with. We also thank them for all their invaluable feedback on improving our program. We believe that we have sufficiently addressed all points and we made the necessary amendments, where needed to improve all our Programs of study, making our curriculum more student-centered and significantly more efficient for faculty, staff and students alike.</p>	<p>Choose an item.</p>



relies on final exams. The EEC recommends a stronger focus on formative assessment and less emphasis on the final exams.		
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C.

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Pantelis Sklias	Rector	
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