

Doc. 300.1.2

Date: 08/12/2025

Higher Education Institution's Response

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**

In Greek:

Επαγγελματικός Προσανατολισμός & Συμβουλευτική (18 μήνες/ 90 ECTS, Μεταπτυχιακό) – Εξ Αποστάσεως

In English:

Career Guidance and Counselling (18 Months/ 90 ECTS, M.A.)- E-learning

- **Language(s) of instruction:** Greek and English
- **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
Explicitly integrate a contextualized approach to career development and draw on data-driven economic or sociological studies to highlight structural forces or barriers that shape contemporary careers, in order to avoid over-emphasizing individual responsibility, resources and agency in an all-resourceful environment.	<p>Current status:</p> <p>The Programme embeds a contextual and systemic understanding of career development in the following courses:</p> <ul style="list-style-type: none"> • Course “CGC615 – Career Development Theories”: introduces major theoretical frameworks with attention to social, economic and cultural contexts. • Course “CGC632 – Career Guidance for Special Groups”: examines barriers faced by vulnerable populations in the labour market. • Course “CGC636 – Social Policy and Work-related Issues”: analyses the impact of social and economic policies on work and careers. <p>In addition, each semester students attend webinars and guest lectures on contemporary labour-market trends, social inequality, and policy changes affecting career guidance practice, for example: The Programme organises a rich series of webinars, guest lectures and professional-development events that expose students to contemporary labour-market dynamics, social inequalities, and policy developments influencing career guidance practice. Recent examples include:</p> <ul style="list-style-type: none"> • Webinar on “New Tools and Career Guidance in the AI Era” (22/11/2025) delivered by M. Toutnopoulos and F. Vlachaki (Progressus LTD), focusing on how artificial intelligence reshapes employability skills, labour-market information systems, and the role of career practitioners in supporting individuals during technological transitions. 	Choose level of compliance:

<ul style="list-style-type: none">Participation in the “Two-Day Career Guidance Event” (11–12 February 2025), organised by the MA Programme, which offered four specialised seminars addressing school-based guidance practices, labour-market stressors, family–counsellor collaboration, and resilience at work:<ul style="list-style-type: none">“School Career Guidance Actions: Recommendations and Good Practices”, Dr. Argyro Harokopaki (University of West Attica)“Work Stress and Its Management: Links with Occupational Burnout”, Dr. Spyros Kamtsios (University of Ioannina)“Collaborating with Parents/Guardians in Adolescent Career Counselling”, Dr. Argyro Harokopaki“Psychological Resilience as a Protective Factor Against Work Challenges”, Dr. Spyros KamtsiosDelivered in hybrid mode, these seminars helped students understand systemic factors—school structures, family systems, psychosocial pressures—that shape career development.Online seminar on job-search techniques (10/05/2024), “Techniques for Job Hunting: The Role of the CV and the Job Interview”, delivered by Dr. Nikos Drosos and Ms. Andri Stylianou (EUC Career Center), highlighting the interaction between labour-market demands, employers' expectations and individual career-management skills.Twice per year, a specialised seminar on the use of psychometric tools in career guidance, with particular emphasis on assessment in a rapidly changing world of work. Students also receive accreditation in		
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	<p>the ARIADNE Career Interests Test, strengthening their understanding of assessment practices across diverse social, educational and labour-market contexts.</p> <p>Together, these structured learning opportunities ensure that students engage not only with theory but also with the systemic, socio-economic and cultural forces that shape contemporary career development and guidance provision.</p> <p><u>Enhancement:</u></p> <p>To strengthen the data-driven, contextualized perspective, the Programme has planned the following:</p> <ul style="list-style-type: none">• Dedicate one full teaching week in the course “CGC645 – Career Guidance & Counselling: Methodology and Applications” to labour-market data analysis and its implications for careers and career guidance services [please see Revised Study Guide in ANNEX I, pp. 20-22].• Integrate European and international reports (e.g., CEDEFOP Skills Forecast, OECD Employment Outlook, Eurostat datasets) as required readings and case studies [please see Revised Study Guide in ANNEX I, p. 20].• Require students to apply these data sources in the relevant weekly activity (e.g., suggest guidance interventions based on real market indicators) [please see Revised Study Guide in ANNEX I, p. 41].• Updated the course’s learning outcomes, teaching materials and study guide accordingly [please see revised Course’s Syllabus in Annex III, pp. 2-5; and revised Revised Study Guide in ANNEX I].	
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	<p>This action ensures that students are explicitly trained to interpret structural labour-market forces and evidence-based trends and to integrate these into their professional practice.</p> <p>The updated Study Guide of course CGC645 can be found in Annex I.</p>	
<p>Explicit a life-long, lifespan, life-course approach to career development, to avoid over-emphasizing childhood choices and experiences as the main long-term predictors of career progression.</p>	<p>Current status: The lifelong, lifespan and life-course perspective is a core underpinning of the programme: <ul style="list-style-type: none"> Course “CGC615 – Career Development Theories”: introduces and applies major lifespan approaches (e.g., Super’s Life-Span, Life-Space Theory; Savickas’ Career Construction; Life Design) and views career development as a continuous process across adulthood and later life. Courses “CGC620 – Counselling Interview Techniques” and “CGC645 – Career Guidance and Counselling: Methodology and Applications”: develop competences to support clients in various transitions, including mid-career change, re-skilling and later-life work decisions. Course “CGC632 – Career Guidance for Special Groups”: examines barriers and interventions for vulnerable populations throughout the life course (e.g., migrants, adults returning to work). Course “CGC636 – Social Policy and Work-related Issues”: analyses lifelong learning, active labour-market measures and policies that support career adaptability beyond early choices. Additionally, webinars and guest lectures consistently address employability, career adaptability and non-linear career paths throughout working life. </p>	<p>Choose level of compliance:</p>

	<p>Enhancement:</p> <p>As the programme already applies a lifelong and life-course orientation, we further focus on making this emphasis more visible to students and stakeholders by:</p> <ul style="list-style-type: none"> • Making the lifelong dimension more explicit in course learning outcomes (particularly in CGC645 and CGC615) [please see courses' syllabi in Annex III, pp. 2-3 & 9-10]. The revised study guides are available in Annex I and Annex IV. • Making a structural change regarding the status of Course "CGC632 – Career Guidance for Special Groups" (currently elective) to ensure all students are exposed to guidance issues across different life stages — this will be addressed in response to the next recommendation made by the Evaluation Committee on compulsory vs. elective courses. <p>Revised Programme Curriculum is available in Annex II and the revised Course Syllabi can be found in Annex III.</p> <p>This approach maintains the programme's existing lifespan orientation while clarifying it more explicitly in the curriculum and course documentation.</p>	
Reconsider the actual choice of compulsory vs elective courses: for instance, given the rise of social inequality and vulnerable groups in the face of labour-market trends and demands, it would be wise to question the current "elective" status of the course on "special groups".	<p>Current status</p> <p>The programme offers a balanced mix of compulsory and elective courses to allow students to develop both a strong professional foundation and areas of personal interest.</p> <ul style="list-style-type: none"> • Course "CGC632 – Career Guidance for Special Groups" is currently elective, enabling students with a particular interest in vulnerable populations to explore specialised issues. 	Choose level of compliance:

	<ul style="list-style-type: none">• Course “CGC600 – Counselling Theories and Techniques” is currently compulsory and provides a general introduction to counselling frameworks.• Course “CGC636 – Social Policy and Work-related Issues” is elective and will remain so, as it offers an applied policy perspective for those wishing to deepen knowledge in that area. <p><u>Curriculum revision:</u> To ensure that all graduates are equipped to address social inequality and work effectively with vulnerable groups, the programme has now revised the compulsory/elective structure as follows:</p> <ul style="list-style-type: none">• Course “CGC632 – Career Guidance for Special Groups” now becomes compulsory, making its content on inclusion and equity core knowledge for every student.• Course “CGC600 – Counselling Theories and Techniques” becomes now elective. To ensure that all students still acquire fundamental counselling competence, basic counselling theories and techniques have been integrated into the first week of Course “CGC645 – Career Guidance & Counselling: Methodology and Applications” [please see Revised Study Guide in Annex I, pp. 8-9].• The learning outcomes and Study Guide of CGC645 have been updated to reflect this integration, maintaining an essential counselling foundation for all students. <p>Revised Programme Curriculum is available in Annex II and the revised Course Syllabi can be found in Annex III.</p> <p>This change will embed social justice and inclusion more strongly into the</p>	
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	<p>programme's core, while retaining flexibility for students wishing to deepen their knowledge of counselling approaches through the elective CGC600.</p>	
<p>Move beyond the transmission of "new" knowledge and foster the acquisition of new know-how and skills, for instance by providing supervision seminars or groups as part of the interactive activities of the curriculum.</p>	<p>Current status: The Programme places strong emphasis on practical skills development and supervised practice. More specifically: <ul style="list-style-type: none"> Course "CGC620 –Counselling Interview Techniques": students conduct a simulated career counselling interview (video-recorded) and subsequently review the session with the instructor for individualised feedback and skill development. Teleconferences across courses: During the teleconferences, students discuss practical cases, address challenges arising from assignments, and group feedback on applied activities is provided. Course "CGC645 – Career Guidance & Counselling: Methodology and Applications": integrates interactive exercises, peer feedback, and instructor-led reflection on practice. Enhancement: Building on this experiential foundation, and aligning with later recommendations about professional development: <ul style="list-style-type: none"> The Programme now introduces a new elective course provisionally titled "Advanced Practicum & Supervision in Career Guidance and Counselling" (Study Guide available in Annex V). This course is now available to current students (in their third semester) and alumni. Students will bring real-life case studies from their professional practice; when needed, the instructor will supply additional </p>	<p>Choose level of compliance:</p>

	<p>cases to enrich discussion and supervision.</p> <ul style="list-style-type: none"> • The course focuses on structured supervision, reflective practice, and advanced skill-building, helping students and graduates bridge academic preparation with complex, real-world counselling contexts. <p>Revised Programme Curriculum is available in Annex II and the revised Course Syllabi can be found in Annex III.</p> <p>This enhancement will consolidate know-how and applied competences, foster ongoing professional development, and provide a safe, supervised space for deeper case analysis and skill refinement.</p>	
<p>Apply APA norms and standards when providing students with the references of readings for the teaching material (i.e. specify the date of publication)</p>	<p>Current status: The Programme follows APA referencing norms in its course materials. In the Study Guides submitted for the Evaluation, the phrase “latest edition” was used in place of a publication year to encourage the use of the most updated resources and to ensure that the University’s Library has always the latest edition. However, when the actual reading lists are distributed each semester, students receive complete APA references including the publication year.</p> <p>Enhancement: To ensure consistency and full compliance with APA standards across all official documents:</p> <ul style="list-style-type: none"> • The Programme Coordinator has prepared clear written instructions to all instructors to provide full APA references including publication year in Study Guides and other course materials when the Study Guides are 	<p>Choose level of compliance:</p>

	<p>given to students [please see ANNEX VI].</p> <ul style="list-style-type: none">• The Programme Committee will review the reference lists annually during the internal programme monitoring cycle to confirm that all courses fully comply with APA style. <p>This measure will ensure that students consistently receive accurate and complete APA-formatted references in every course and document.</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>Learning analytics to identify students at risk</p> <p>In addition to the MOODLE analytics some other form of predictive analytics to identify students at risk and enable early interventions would help. Large programmes such as this would benefit from the use of multimodal analytics (combining behavioural, interaction data) to understand engagement and cognition</p>	<p>Current status: The Programme operates an early-alert system based on GPA: following the “EUC Intrenal Regulation of Low GPA” (please see ANNEX VII) at the end of each semester the Programme Coordinator receives by the Department of Enrollment the grades of the students at academic risk (low GPA) and personally contacts them to ensure they receive appropriate academic and student-support services.</p> <p>In addition, instructors currently have access to Blackboard Learn analytics (e.g., course activity, submission tracking, discussion participation) and use these informally to monitor engagement.</p> <p>Enhancement: To strengthen early identification and support of at-risk students, the programme will:</p> <ul style="list-style-type: none"> • Provide guidance and training for instructors via an annual programme-level workshop to make full use of Blackboard Learn analytics tools (Performance Dashboard, Retention Centre, Course Activity reports) throughout the semester, not only at grade submission points. • Formalise reporting: instructors will notify the Programme Coordinator if analytics indicate disengagement (low log-ins, missing submissions, minimal participation) so that proactive 	<p>Choose level of compliance:</p>

	<p>contact and support can be offered.</p> <ul style="list-style-type: none"> The annual instructors' workshop will also provide hands-on training on the University's MIS predictive analytics tools (e.g., Grade Tracking, Performance and Engagement Analytics). Faculty will be guided on using this data to identify students at risk early and implement timely, personalised interventions. Where feasible, the Programme will collaborate with the E-Learning Programmes of Study Committee and the Faculty Professional Development Committee to integrate multimodal predictive dashboards, in line with the EEC's recommendation. <p>These steps will ensure systematic, data-informed early intervention while maximising the use of existing institutional infrastructure.</p>	
<p>Interaction</p> <p>The learning technologies in use reflect current developments in e-learning provision in the higher education sector. In addition, we would recommend that the online environment is enhanced further by using the affordances of breakout rooms, ability of the students to use a whiteboard and other tools (inc. AI tools) to communicate ideas and strengthen student engagement.</p>	<p>Current status</p> <p>The programme actively use the interactive features available in Blackboard Learn:</p> <ul style="list-style-type: none"> Breakout rooms in Blackboard Collaborate Ultra are used for small-group discussions, case analysis and peer feedback, at the discretion of each instructor. Some instructors integrate collaborative whiteboards and shared digital boards within Blackboard Collaborate or external tools (e.g., Padlet) to support group brainstorming and project work. The programme team is familiar with the university's AI policy and instructors are aware of the opportunities and challenges of 	<p>Choose level of compliance:</p>

	<p>generative AI for teaching and learning.</p> <p><u>Enhancement:</u></p> <p>To further strengthen online engagement and promote consistent use of available technologies across all courses:</p> <ul style="list-style-type: none"> • An annual programme-level workshop where instructors exchange good practices and receive hands-on training on advanced features of Blackboard Learn and Collaborate Ultra (breakout rooms, whiteboards, polls, AI-assisted collaboration tools) will take place in early September 2026 (the annual workshop will take place every September). The workshop will be video-recorded so instructors can revisit the material during the year. • Provide programme-level guidance on embedding small-group activities (e.g., case study discussions, peer feedback, collaborative problem-solving) into online sessions. • Share examples of well-designed interactive activities within the programme team to inspire and support consistent, high-quality use of these tools. <p>This plan will ensure that all students experience rich, interactive, and engaging online sessions, while fostering a shared pedagogical approach among instructors.</p>	
<p><u>Artificial Intelligence (AI)</u></p> <p>Regarding the exam papers the EEC reviewed, we thought that a general-purpose AI (like ChatGPT) could still generate coherent answers that meet</p>	<p><u>Current status:</u></p> <p>Each instructor has academic flexibility to design course assessments. The programme encourages open-book examinations and the use of</p>	<p>Choose level of compliance:</p>

<p>the requirements. An improvement would be to ask students to (1) draw on their own training, practicum or other practical experience or course material, (2) increase the critical reflection aspect, (3) require explicit reference to texts taught in the course curriculum</p>	<p>critical, applied questions that require students to link theory to practice.</p> <p>In several courses (e.g., Course [CGC620 – Career Counselling Techniques and Practice], Course [CGC645 – Career Guidance & Counselling: Methodology and Application]), exams and assignments already require students to integrate their practicum or other professional experiences and apply theories to concrete cases.</p> <p>Enhancement:</p> <p>To further safeguard academic integrity and authentic assessment in the era of Generative AI, the programme has decided that:</p> <ul style="list-style-type: none"> • at the programme-level exam and assignment prompts explicitly require: <ul style="list-style-type: none"> – Reflection on students' practical experiences or other hands-on activities. – Critical evaluation of theory and practice, beyond description. – Explicit citation of texts and resources taught in the course. • The annual programme-level instructors' workshop will explicitly include a dedicated segment on AI-resilient assessment design on: <ul style="list-style-type: none"> – Requiring students to integrate and reference course materials and weekly notes; – Encouraging critical analysis and application rather than generic reproduction; – Requiring explicit citation of sources consulted; – Sharing practical strategies to minimise inappropriate use of generative AI without relying solely on restrictive time limits. 	
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	<p>These shared guidelines will ensure a consistent and pedagogically sound approach across courses. In addition, these actions support consistent, high-quality, critical and experience-based assessment across courses while maintaining instructors' academic freedom.</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>Although the teaching staff are highly qualified and actively engaged in both research and professional practice, the opportunities for students to gain hands-on professional experience remain relatively limited, currently accounting for less than 10% of the overall study programme. Practical exposure to working with vulnerable groups (such as refugees, migrants, and people with disabilities) is mainly embedded within specific elective courses. Expanding and systematising these opportunities would further enhance students' preparedness for real-world counselling challenges. A constructive step forward could be the introduction of structured online counselling supervision, which would allow students to receive guided practice, feedback and mentoring from experienced professionals within the e-learning framework. Such an initiative would not only strengthen the practical dimension of the programme but also align closely with contemporary trends in digital counselling and international good practice.</p>	<p>Current status: The programme integrates practice-oriented and supervised learning:</p> <ul style="list-style-type: none"> • Course “CGC620 – Career Counselling Techniques and Practice”: students conduct simulated career counselling sessions (video-recorded) and receive individual supervision and feedback from the instructor. • Course “CGC632 – Career Guidance for Special Groups”: includes case analyses and applied activities focusing on vulnerable populations (e.g., migrants, refugees, persons with disabilities). • Course “CGC645 – Career Guidance & Counselling: Methodology and Applications”: incorporates interactive assignments, case work, and teleconferences with feedback on applied activities. • In addition, the Programme offers the elective “CGC695 – Practicum”, a 500-hour placement with systematic supervision both in the host setting and by university faculty, available to students who wish to gain extensive field experience. <p>Enhancement: To further strengthen and expand the practical dimension of the programme and offer flexible supervised</p>	<p>Choose level of compliance:</p>

<p>practice opportunities, the programme now:</p> <ul style="list-style-type: none"> • Introduced a new elective course provisionally titled “Advanced Practicum & Supervision in Career Guidance and Counselling.” • This course will provide online supervision meetings, enabling students and alumni to: <ul style="list-style-type: none"> – present and analyse real cases from their professional or practicum experience, – receive guided feedback and mentoring from experienced faculty, – practice evidence-based interventions for diverse and vulnerable populations within a structured, digital supervision framework. • The course is planned to be offered to students in their third semester and to graduates who wish to continue professional supervision after completing the programme. <p>Thus, the EEC's recommendation for the introduction of structured online counselling supervision is fully addressed through the newly planned elective course Advanced Practicum & Supervision in Career Guidance and Counselling. This course will provide digitally supported supervision, guided feedback and mentoring by experienced professionals.</p> <p>Revised Programme Curriculum is available in Annex II and the revised</p>	
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	<p>Course Syllabi can be found in Annex III.</p> <p>This initiative will enhance the practical and applied aspects of the curriculum, broaden students' opportunities for supervised experiential learning, and align the programme with contemporary digital counselling and international good practice.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Recognizing prior learning that is non-formal could be an area to explore in the future</p>	<p>Current status: The programme already implements a rigorous and transparent process for the recognition of prior formal academic learning (ECTS transfer) in line with University regulations and the European Credit Transfer and Accumulation System (ECTS). <ul style="list-style-type: none"> For a course to be recognised it must be delivered by an accredited university, be at Master's level, and fully cover both the ECTS workload and the learning outcomes/content of the corresponding course. This process is well established and regularly applied when students have previously completed an equivalent Master's-level course. <p>Non-formal learning: At present, the University's recognition framework in alignment to the national framework applies only to formal higher-education learning. The programme is open to exploring, within the institutional and national QA frameworks, and especially if this is allowed at the master's level by CY.Q.A.A., whether structured non-formal learning (e.g., certified professional development, CPD training, advanced workshops) could be evaluated and recognised in the future, provided that:</p> </p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none">• It can be mapped reliably to course learning outcomes and level descriptors;• Sufficient evidence of content, duration and assessment is available;• Academic standards and programme integrity remain fully safeguarded.	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>e-Resources</p> <p>While resources are robust, the programme would benefit from the continuous updating of e-resources and the expansion of educational materials and tools. Approaches such as case studies, role-play, video-based discussions, pair work and weekly student tasks are already integrated into the teaching strategy ensuring that students remain actively engaged throughout the semester. These methods provide a strong foundation; however, their use should be broadened and applied more systematically to fully utilise the potential of e-learning pedagogies. In particular, the programme could strengthen its teaching framework by incorporating a wider variety of interactive and innovative practices, including enhanced simulations, more extensive project-based learning and the greater use of digital collaboration tools (e.g. Padlet, Mentimeter, or similar). While teaching materials are up to date and accessible through Blackboard Learn Ultra and the e-library, a process of ongoing renewal and diversification would help ensure continued alignment of contemporary developments in career counselling. This is especially relevant given the</p>	<p>Current status:</p> <p>The Programme employs a wide range of interactive and student-centred strategies:</p> <ul style="list-style-type: none"> Case studies, role-plays, video-based discussions and breakout rooms are embedded in most courses. Weekly tasks and applied assignments sustain engagement and skill development. Labour-market analytics and digital psychometric tools (e.g., Ariadne Test) are introduced in courses: Course [CGC645 – Career Guidance & Counselling: Methodology and Application] and Course [CGC650 – Quantitative and Qualitative methods of career assessment]. E-resources (journal articles, e-books, reports) are regularly updated and provided through Blackboard Learn Ultra and the University's e-library. <p>Enhancement:</p> <p>To further diversify and systematise innovative e-learning practices, the programme:</p> <ul style="list-style-type: none"> Created a shared repository of interactive digital tools (Padlet, Mentimeter etc.) and activity templates to encourage consistent use across courses (please see ANNEX VIII). Systematically embed up-to-date labour-market datasets and digital psychometric instruments (e.g., CEDEFOP Skills Forecast, 	Choose level of compliance:

<p>growing importance of labour market analytics and digital psychometric instruments. Embedding more current labour market data and analytic tools into the teaching process would better equip students to respond to rapidly changing employment landscapes and support the delivery of evidence-based career guidance.</p>	<p>OECD data) in assignments and case studies.</p> <ul style="list-style-type: none"> Reviewed and renewed core e-resources annually (books, reports, datasets, case studies) as part of the programme's annual instructors' workshop, which will also share good practice in digital pedagogy. <p>These steps will ensure the continuous renewal of teaching materials and a broader, more systematic application of innovative e-learning methods.</p>	
<p>Feedback</p> <p>Although students benefit from weekly tasks and structured assessments, student evaluations indicate that the timeliness and consistency of feedback vary across courses. In some modules, feedback is provided promptly and rated very highly, while in other modules, students expressed dissatisfaction with delays in receiving comments on their work (this was evident in some of the student evaluations). Open-ended responses highlighted that prompt and more consistent feedback would allow them to monitor their progress more effectively and adjust their learning strategies in a timely manner. Ensuring a common standard for feedback delivery times across all courses would strengthen the overall learning experience, enhance motivation, and align the programme more closely with international good practices in e-learning.</p>	<p>Current status:</p> <p>The Programme has a clear internal guideline requiring instructors to provide graded feedback within a maximum of two weeks after the assignment deadline. However, student evaluations indicate that compliance with this two-week standard is not fully consistent across all courses.</p> <p>Planned enhancement:</p> <p>To ensure uniform and reliable feedback delivery:</p> <ul style="list-style-type: none"> The existing two-week feedback policy has been re-emphasised and reinforced across the programme from the current Fall 2025 Semester (please see Annex VI). The policy and practical strategies for timely, high-quality feedback will be a dedicated agenda item in the annual instructors' workshop (described above in item 2 (page 10), ensuring a shared understanding and exchange of good practices. The Programme Coordinator will monitor adherence by reviewing student evaluations 	<p>Choose level of compliance:</p>

	<p>and following up with instructors where delays occur.</p> <p>These steps will strengthen consistency in feedback timeliness across all courses, supporting students' ability to monitor their progress and adapt their learning strategies effectively.</p>	
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6. Additional for doctoral programmes

(ALL ESG)

N/A

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

N/A

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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>In conclusion, the programme represents a robust approach in delivering an e-learning programme to a large group of students. The teaching team showcase a strong profile, combining academic excellence, research engagement and professional practice with innovative approaches to e-learning and extensive connections to diverse professional networks. The university offers the opportunity for a reduced teaching load to support research activities giving professors more time to continue their research project and community engagement. While the programme would benefit from strengthening its practical training component and expanding experiential opportunities with vulnerable groups, the current academic team provides a solid and sustainable foundation. Overall, the staff's qualifications, openness, and integration of research and practice ensure that the programme maintains a high standard of quality and relevance.</p> <p>During the online meeting with the committee, graduates and current students from the European University of Cyprus demonstrated enthusiasm and expressed satisfaction with their academic e-Learning program. Regarding the</p>	<p>We sincerely thank the External Evaluation Committee for its thorough review and the positive overall assessment of the MA in Career Guidance and Counselling.</p> <p>We particularly value the Committee's recognition of:</p> <ul style="list-style-type: none"> ▪ the academic excellence, research activity and professional engagement of the teaching team, ▪ the innovative e-learning design and robust institutional support structures (including reduced teaching load to facilitate research and community engagement), ▪ the high level of student satisfaction and the availability of psychological support services such as C.A.P.P.D. <p>We also appreciate the constructive recommendations offered to strengthen the programme further. In direct response, we have already initiated actions to:</p> <ul style="list-style-type: none"> ▪ Enhance the practical dimension of the curriculum with the introduction of a new elective course (Advanced Practicum & Supervision in Career Guidance and Counselling available in Annex V), offering flexible, structured online supervision for both students and alumni; ▪ Rebalance compulsory and elective courses to ensure all students engage with issues of social inclusion and vulnerable 	<p>Choose level of compliance:</p>

<p>mental health difficulties frequently linked to eLearning, students have access to psychological counselling and support through C.A.P.P.D., a service provided by the School of Humanities, Social and Education Sciences for the University community. We would recommend that the programme's online environment is enhanced further by using more digital tools, and more interactive / facilitative activities to strengthen student engagement. To conclude, and despite the underlined potential for improvement, the evaluation committee would like to address their congratulations to the teaching staff for a rich and interesting program, well in-line with the expectations of students and the concerns of stakeholders.</p>	<p>groups by making "CGC632 – Career Guidance for Special Groups" compulsory and embedding essential counselling foundations into "CGC645 – Career Guidance & Counselling: Methodology and Applications";</p> <ul style="list-style-type: none"> ▪ Strengthen use of e-learning affordances through an annual instructors' workshop sharing good practice in breakout rooms, collaborative tools, innovative digital pedagogy, and AI-resilient assessment design; ▪ Reinforce early identification of at-risk students by standardising use of Blackboard analytics and combining this with the existing GPA-based early-alert system (it will be integrated in the annual workshop); ▪ Ensure consistency in feedback timeliness by re-emphasising the programme's two-week feedback policy and monitoring adherence; ▪ Keep e-resources current and systematically integrate labour market analytics and digital psychometric tools into teaching. <p>We are committed to continuous quality enhancement while maintaining the Programme's flexibility for a diverse student body, many of whom are already practicing professionals. We thank the EEC for its recognition and constructive input, which will help us maintain a high-quality, research-informed, and professionally relevant programme aligned with international good practice.</p>	
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C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Georgia Petroudi	Dean, School of Humanities, Social and Education Sciences	
Dr. Eleni Epiphaniou	Chairperson, Department of Psychology and Social Sciences	
Dr. Nikos Drosos	Program Coordinator	

Date: 8/12/2025

