



Doc. 300.1.2

Date: 21.1.2021

### Higher Education Institution's Response

- **Higher Education Institution:  
European University Cyprus**
- **Town: Nicosia**
- **Programme of study  
Name**  
**In Greek:**  
«Ψυχική Υγεία Παιδιού και Εφήβου (18 μήνες/90 ECTS,  
Μεταπτυχιακό)»  
**In English:**  
«Child and Adolescent Mental Health (18 months/90  
ECTS, Master of Science)»
- **Language(s) of instruction: EN & GR**
- **Programme's status: New**



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**



## A. Guidelines on content and structure of the report

***The Department of Social and Behavioural Sciences of the European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the postgraduate programme of study in Child and Adolescent Mental Health (M.Sc.).***

***The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy which allowed the members of the Department to support the programme to the best of their abilities. It is thus, with great pleasure that the Department of Social and Behavioural Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and ensure the future implementation of the programme.***

***In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the newly accredited programme is of high quality.***



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

***The EEC has raised the following issues. The responses for the issues raised are indicated below after the Findings section.***

### **Comments by the EEC:**

#### **Findings:**

1. The fact that the admission criteria are very broad (direct access for graduates from a broad range of bachelor programs) may cause problems of student heterogeneity in previous knowledge. It is a strong recommendation of the committee to make up for that by offering (obligatory) preparatory courses to those students who have gaps in previous knowledge on essential domains. There are several possible ways of doing this. One possible way is to define a preparatory program, consisting of courses of which the content is required previous knowledge for entering in the CAMH program. Students who have insufficient prior knowledge in one or more domains can be obliged to first take the preparatory program. Depending on their specific prior education, exemption for one or more (or all) courses from this program can be granted. Another possible way is to specify the required previous knowledge for each course and offer (but not oblige) a set of courses or course materials that students can optionally take in order to be well prepared to start the bachelor. Any in-between possibilities can be considered too.
2. Given the broad admission criteria and the relevance of the content for prospective students with diverse types of bachelor degrees, it is to be expected that a student group with diverse disciplinary backgrounds will be attracted. This creates huge opportunities for interdisciplinary exchange and collaboration. The committee would like to encourage the team to maximally take advantage of this.
3. Looking at the course descriptions, there seems to be overlap between courses of the compulsory part, more specifically the courses MHC610 (developmental psychopathology), MHC630 (interventions in child and adolescent mental health) and MHC640 (family, social and cultural influences in child and adolescent mental well-being). The committee suggests to revise the course descriptions so that the unique objectives and content of each course are clear.
4. A recommendation specific to the course description of MHC630 (interventions in child and adolescent mental health care) is to rephrase the second learning outcome in terms of psycho-education rather than guidance to treatment.
5. The required level of English language proficiency seems to be slightly below international standards.
6. The committee suggests to add some sentences about career pathways after graduation in documentation on this program. Otherwise, prospective students may erroneously expect that they start a career as clinical psychologists or counsellors based on this degree. It is recommendable to clearly define the program as a non-applied degree.

7. Based on the conclusions the committee drew with respect to the public information on the bachelor's program, distance learning, we recommend that the future information that will be provided on the new master's program will be more detailed (e.g., course content, learning objectives, career pathways,...).

**Response by EUC:**

***We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:***

1. ***We now see and agree with the fact that the admission criteria are very broad (direct access for graduates from a broad range of bachelor programmes) and that this may cause problems of student heterogeneity in previous knowledge. To this end, we have decided to adopt the recommendation of the EEC and have designed preparatory /foundation courses for those students who have gaps in knowledge on essential domains of the programme. More specifically, candidates coming from academic backgrounds with no 'Statistics' and 'Child Development' courses, but fulfill all the other entry requirements, will be offered a "conditional acceptance". Following this, and after the evaluation of the application by the Department, they will have to take one or both of the short foundation courses developed titled "Foundations in Statistics" and "Foundation in Child Development" (please see Appendix 1: Syllabi of Preparatory/Foundation Courses), prior to entering the programme. Depending on their specific former education, exemption from one of the two can be offered. This pre-requisite will be included on the formal entry requirements of the programme. Correspondingly, the programme's specific admission criteria (as were presented in the initial application Document 200.1 p.11) have now been revised as follows:***

**SPECIFIC**

***A first degree or equivalent, in medicine, psychology, nursing, social work, education, law (criminal justice).***

***More specifically the M.Sc. Programme accepts:***

***An undergraduate degree with a Grade Point Average of 2.80 (or equivalent). Candidates who do not fulfill the required academic qualifications of a 2.80 G.P.A average, but can present a C.V with activities relevant to the programmes' context will be considered.***

***Candidates coming from academic backgrounds with no 'Statistics' and 'Child Development' courses, but fulfill all the other entry requirements, will be offered a "conditional acceptance". Following this, they will have to take two short foundation courses in the related fields. Depending on their specific former education, the Department may decide for an exemption from one of the two of these courses.***

- 2. We are delighted that the EEC picked up on this very special component of our programme. Indeed by offering this degree to a range of academic backgrounds promotes the spirit of inter-disciplinarily and collegiality, which is necessary when working with children and adolescents. One of the learning outcomes of this programme is to***

***“Develop strategies to overcome barriers to inter-professional working and promote the wider social inclusion of vulnerable children, young people and their families who are at risk or ‘in need”.***

***Child and adolescent welfare often requires knowledge from other disciplines to develop, and implement comprehensive treatment/intervention plans. Collaborative decision-making and information sharing among the helping professions ensures that consideration is given to all of the factors affecting intervention and outcome and is a skill that is most effectively learned during pre-professional training. The programme allows for many opportunities for students of different academic backgrounds to work together on projects, assignments and research. Additionally, instructors will encourage and promote this by mixing groups of students themselves in activities geared towards the sharing of best practices of from each background/place of profession.***

- 3. As discussed with the EEC during the meeting, although the courses might contain similar material (MHC610-Developmental Psychopathology & MHC630-Interventions in Child and Adolescent Mental Health), the object of focus is different. MHC610 deals with symptomatology, MHC630 with interventions while MHC640 with external risk factors. Following the Committee’s suggestions to avoid any overlapping between these courses, we revised the course descriptions of the syllabi of the MHC610 and the MHC630 courses, so that the unique objectives and content of each course are clear (please see Appendix 2: Revised Syllabi). The overlap is now minimal and exists only to bridge the courses together.***
- 4. The recommendation specific to the course description of MHC630 (Interventions in Child and Adolescent Mental Health) to rephrase the second learning outcome in terms of psycho-education rather than guidance to treatment has been completed as suggested by the Committee (please see Appendix 2- Revised Syllabi).***
- 5. The required level of English language proficiency is a University wide policy on masters programmes of study and they are compatible to the national expectation framework.***

***More specifically the required English language proficiency entry requirement is the following:***

***Proficiency in English. Applicants must submit proof of English proficiency. This must consist of at least one of the following:***

1. *Proof that undergraduate instruction and coursework has been done in English*
2. *The Test of English as a Foreign Language (TOEFL) examination with a minimum score of 550 (paper-based total) or 213 (Computer based total).*
3. *IELTS with a score of 6.5 or English GCSE (GCE) O' Level with "C" or above.*

*In cases that the above English language requirements cannot be met for practical reasons, a student shall take the English Placement Test of the University. The minimum level for the student to be admitted to a post-graduate programme is ENL102-Advanced English.*

6. *We agree with this suggestion of the Committee to add some sentences about career pathways after graduation in documentation on this programme. We have therefore added the relevant sentence "This non-applied degree offers a deepening of knowledge in basic areas of child and adolescent mental health with multiple applications within the existing fields of the applicants" in the description of the programs purpose and objectives as these were presented in the initial application in Document 200.1, p.8 first paragraph-see also in the following page the full description of the 'Program's purpose and objectives'.*
7. *Upon accreditation, all relevant components of the program e.g., course content, learning objectives, career pathways, curricula, syllabi, etc., will be made available to the public via our webpage as per the EEC's suggestion. More specifically the following information will appear on our webpage:*

**Programme's purpose and objectives:**

*The M.Sc. in Child and Adolescent Mental Health is a flexible programme aimed at all professionals working or wishing to work with children, adolescents and their families. This non-applied degree offers a deepening of knowledge in basic areas of child and adolescent mental health with multiple applications within the existing fields of the applicants. It aims to prepare a specialist research-focused workforce that will help revolutionise mental health care to better meet society's changing demographic health needs through new innovative and creative working practices. This course offers a strong focus on the role of early intervention as a preventative measure, along with protecting and promoting lifelong mental health and wellbeing through the critical exploration of evidence-based literature and research.*

**Objectives:**

**The general objectives of the postgraduate programme in Child and Adolescent Mental Health are to:**

- *Offer postgraduate studies in Child and Adolescent Mental Health in a programme of high academic standards.*
- *Equip students with appropriate skills for analytical and critical thinking in the field of Child and Adolescent Mental Health.*



- *Develop the understanding of knowledge and application of research methods and statistics in the field of Child and Adolescent Mental Health*
- *Prepare students for future Doctoral studies.*

*The programme aims to:*

- *Provide knowledge in health and social care and in the more specific field of child and adolescent mental health.*
- *Develop the students' ability to exercise initiative and personal responsibility, decision making in complex and unpredictable situations.*
- *Actively engage students in addressing the priorities for promoting and protecting child and adolescent mental health and wellbeing.*
- *Provide in-depth knowledge of the changing nature of local and national policy, the scope for innovation and the practice of integrated working*
- *Develop the skills and creativity to become an evidence-based, research-focused leader and change agent in child and adolescent mental health practice.*
- *Provide skills, knowledge and awareness of child and adolescent psychological development.*

### Career Prospects

*Graduates of the programme will have gained a deep understanding and knowledge of Child and Adolescent mental health to enable them to work effectively and collaboratively across professional agencies and boundaries. Since the programme covers a large target group of professionals, it is noted that the demand in curricula for Child and Adolescent Mental Health, will be high.*

*The employment prospects of the students include:*

*The labour market for graduates is among those who wish to pursue doctoral studies in academic institutions of Cyprus and abroad and those who want to be employed in the private and public sector and in non-profit organizations and other related services such as:*

- *Schools and educational institutions*
- *Juvenile prisons*
- *Children's Clubs*
- *Children's Hospitals*
- *Law firms/courts of Justice*
- *Welfare services*
- *Special Education institutions/units*

*All syllabi of all the courses will appear as in the case with all the programmes of the University.*





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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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***The profiles (educational background, research interests, research work, publications and contact details) of all the instructors are also currently available and are regularly updated.***

***Any further details of the programme can be requested by a call or by email.***



## 2. Teaching, learning and student assessment

***The EEC has raised the following issues. The responses for the issues raised are indicated below after the Findings section.***

### **Comments by the EEC:**

#### **Findings:**

1. The program has a strong theoretical focus. However, given the focus on child and adolescent mental health, it is to be expected that many of the students will have a profound interest in clinical practice and will also go/return to clinical practice after obtaining the master's degree. For this group, it might be interesting to be allowed to do a master's thesis with a more pronounced clinical focus, e.g., a thesis in which a clinical intervention or a school prevention program is developed or evaluated.
2. Even in a program with a strong theoretical focus, it is important that graduates have enough training on skills development (communication, empathy,...). Maybe some optimisations in this respect are possible.
3. It seems that they are two types of opposite modalities (teleconferences to "deliver knowledge" and discussion sessions) while they can and should be more interrelated to guarantee students scaffolding and therefore learning. It may need specific coordination in order to guarantee that this approach is part of the whole program.
4. Marking will be done by one member of staff. It would be advisable that a small percentage could be double marked. It would have been good if some samples of feedback forms would have been presented, as well as an overview of quality of feedback and consistency among markers. Also it would be good to provide more information on assessment/marking criteria so that students get to know why they got the marks they got and how to improve in the future. Monitoring stats on grades/marks over years and among modules will be helpful to safeguard norm constancy in evaluation.
5. Some assessments using multiple choice questions are planned. It would be good to improve the psychometric quality of this type of exams, e.g. by using correction for guessing, performing item analysis etc. The staff might benefit from expertise and software that have already been developed in other schools (e.g. the Medical School).
6. In the general information for the accreditation of the program it is mentioned that continuous-formative assessment and feedback will be provided to the students regularly. However there is no evidence of how feedback to assignments in the courses is planned and provided. We suggest that if continuous formative assessment wants to be guaranteed it is necessary to plan and provide to the students when the feedback will be provided for each assignment and what is expected from the students to do with it in order that it becomes really formative. Given the small number of students expected, the committee strongly recommends to put more effort in the continuous assessment than in the final examination (even with a 50%-50% distribution).

7. Self-assessment activities defined in each study guide are mainly individual and there are some assignments that students can choose to perform individually or in groups. Also, group Consultation Meetings are planned. There are two areas of improvement here: 1) to include the assessment criteria in the study guides specifically for the assignments (what do students need to take into account? 2) to include details of the feedback for the assignments (when it will be provided and what it is expected from the students

**Response by EUC:**

***Some very valuable suggestions have been provided in this section also which we have attempted to take into account effectively, as indicated below:***

- 1. This comment finds us in complete alignment with the EEC. This has always been the intention of the programme; all students will be practicing/working within their existing fields, so the same goes for the thesis projects. Based on the professional ethics and legal regulations pertaining to psychology but all the other fields also, students will be able to undertake the relevant research. For example, a student with a psychology or social work background can undertake research with at-risk children, children on welfare or children placed under the protection of the government. Additionally, such students will be encouraged to design, run and test various intervention programmes on children or organizations (e.g., anti-bullying interventions; building resilience; building empathy; risk assessment, etc.).***
- 2. Absolutely, such skills are of primary importance to our programme and are entailed on the learning outcomes. Communication, empathy and listening are indirectly covered in many modules, but following the EEC's recommendation, a component has now been added to the course MHC630 (Interventions in Child and Adolescent Mental Health) which focuses directly on such skills (please see Appendix 2: Revised Syllabi, p.1 Learning outcome n.5 and Appendix 3a: Revised Study Guide MHC630 pp. 17-20). More specifically, we have now revised the Study Guide and Syllabus of the specific course adding a basic introduction and training in these skills, which of course are not equivalent to a comprehensive training in therapeutic skills.***
- 3. The two types of opposite modalities will be coordinated (based on the context and needs of each module) both by instructor and course coordinator (teleconferences to "deliver knowledge" and discussion sessions) to be interrelated so as to guarantee students scaffolding and therefore learning.***

***The members of the Department meet once a week (currently every Wednesday morning) to discuss weekly matters pertaining to the Department and the Programmes. In this meetings careful monitoring and coordination of the above modalities will be done depending on the needs of students and content of each course.***

***Additionally, in order to improve the learning experience for the students, EUC has established a Team of Pedagogical Planning, which is involved in all internal quality assurance related procedures and decisions related to the University's Distance Learning programmes of study which can be consulted. The Team aims to improve the***

*learning experience of distance learning students through its active and qualitative support of the University's distance learning programmes of study and is responsible for supporting Schools in:*

- *monitoring and evaluating the existing distance learning programmes of study*
- *the pedagogical planning of new distance learning programmes of study*
- *the design and evaluation of educational material for distance learning programmes*
- *the support and feedback processes to the students*
- *the pedagogical use of technology, internet and digital information*
- *the technical training and support of instructors*
- *the interaction between staff and students.*

4. *A few suggestions have been added by the EEC under this point. We divide them in subparts below:*

***Double Marking:*** *We endorse the suggestion of the EEC for a percentage of the markings to be double marked. More specifically, 20% of all exams will be doubled marked for all the courses which we currently have more than one academic faculty with a profile that potentially enables him/her to teach the course. Such courses are: MHC654 Special Topics in Child and Adolescent Mental Health; MHC600 Child Development in Practice; MHC610 Developmental Psychopathology; MHC630 Interventions in Child and Adolescent Mental Health.*

***Marking and Assessment Criteria:*** *As a University wide policy, all students at the onset of their studies are made aware of what is expected of them on each programme and more specifically on each course. An example of how this is done is the Course Outline of each module (please see Appendix 4: Course Outline Template). The course outlines contain information on*

- *Learning outcomes – the guidelines for the knowledge, understanding and skills students are expected to develop by the end of the course*
- *Internal regulations on Academic Ethics and Students' Discipline.*
- *Appeals procedure*
- *Marking/assessment criteria – these make clear what the assessor will be looking for in your work e.g., Breakdown of Marking: The balance between exams and assignments is 50% - 50%, as this is described on the Study Guides of the programme's courses submitted with the application for the accreditation of the programmes to the EEC. More specifically, the 50% for assignments is divided into individual assignments, group work assignments (following the EEC suggestion) and other small assigned activities (named Self-Assessment Interactive Exercises/Activities).*

*Self-Assessment Interactive Exercises/Activities sum up 10% (out of 50% of the total percentage of assignments) for each course and Self-Assessment Exercises/Activities adhere to the regulations of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.) for assignments to aim to provide self-evaluation/assessment opportunities and structure to the*

*students. Through Self-Assessment Exercises/Activities students are provided the opportunity to self-regulate their learning.*

*Individual and Group Assignments carry 40% of the student's final mark. These assignments have much higher complexity (including technical, practical and cognitive challenges) and require much more effort and time from students to be completed.*

- *The Grading System of the EUC is indicated and explained.*

***Feedback to students:** Students receive feedback very early in their programme: this varies from comments made in a lecture, discussions in groups, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations with other students on blackboard. As regards the marking of assessments with feedback the current EUC regulations are the following:*

- *Assignments and mid-terms will be marked and returned to students within 15 days of submission. If this cannot be met then the instructors contacts the class and lets them know when the feedback will be provided. The extra time should not exceed one week.*
- *The Final exams grades are marked and submitted together with the entire grade book of a course after 48 hours of the exam. Students receive online their overall grades a week after the examination period is finished.*

*Furthermore, for all the courses, instructors have put in place well-designed assessments that will aid students to progress through their programme. The aim is to help the student's learning but also provide them with a tool to measure it by focusing their attention on task and content that reflect the learning outcomes of the course. The assessments under this also help instructors to see what the students have actually understood and on which aspects they still need some work. All assignments have Rubrics which are now included in the Study guides (see Table under item 7 of this section the for relevant pages)*

***Monitoring Grades:** We are already monitoring statistics on grades/marks for all courses in our department via the Grade Submission form which executes statistical analysis of the grades on each course and we thus plan to continue this tactic.*

5. *We have formally requested that the Software of the Medical School is provided for use at the Department of Social and Behavioural Sciences. The request has been approved by the members of the Department Council in its meeting on 20.1.21 and eventually by the Members of the School Council in its meeting held on the 21.1.21.*
6. *As we have documented in pt. 4 above, Feedback to students begins very early in their course and varies and is specific to a lecture, discussions in groups, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations with other students on blackboard. As regards the*

**marking of assessments with feedback the current EUC regulations are the following: Assignments and mid-terms will be marked and returned to students within 15 days of submission. If this cannot be met, then the instructors contacts the class and lets them know when the feedback will be provided. The extra time should not exceed one week. The Final Exams grades are marked and submitted together with the entire grade book of a course after 48 hours of the exam. Students receive online their overall grades a week after the examination period is finished. Furthermore, for all the courses, instructors have put in place well-designed assessments that will aid students to progress through their programme. The aim is to help the student's learning but also provide them with a tool to measure it by focusing their attention on task and content that reflect the learning outcomes of the course. The assessments under this also help instructors to see what the students have actually understood and on which aspects they still need some work. All assignments have Rubrics and are now included in the Study guides (see below table item 7 in "Teaching, Learning and Student Assessment").**

**As regards the EECs comment on continuous assessment, we would like to confirm that this is indeed the case, as with continuous assessment students receive continuous and steady feedback they can rely on. More specifically, the balance between exams and assignments is 50% - 50%, as this is described on the Study Guides of the programme's courses submitted with the application for the accreditation of the programme to the EEC. More specifically, the 50% for assignments is divided into individual assignments, group work assignments (at least two; one in the middle and towards the end of semester) and other small assigned activities (named Self-Assessment Interactive Exercises/Activities) which are weekly and are specific to each topic. This continuous assessment and feedback modality made possible by the variety of activities/assessments provided weekly, helps prepare student adequately for their final examination at the end of each semester, which contains material they have had ample exposure and feedback on during the semester.**

- 7. In light of the suggestions of the EEC, assessment Rubrics have been added to the Study Guides. Please review the table below for the relevant pages in each study guide found in Appendix 3a-3g.**

<b>Revised Study Guide</b>	<b>Rubric Page No.</b>
Appendix 3a Revised Study Guide MHC630	36 - 37
Appendix 3b Revised Study Guide MHC610	21 & 42
Appendix 3c Revised Study Guide MHC600	42
Appendix 3d Revised Study Guide MHC640	37-38
Appendix 3e Revised Study Guide MHC652	26 & 47
Appendix 3f Revised Study Guide MHC654	24
Appendix 3g Revised Study Guide MHC660	40-44

**Although the week of submission is indicated in the Study Guide, once the programme runs, clear dates and times will be documented also both on the study guides and on the blackboard platform.**

### 3. Teaching Staff

(ESG 1.5)

***The EEC has raised the following issues. The responses for the issues raised are indicated below after the Findings section.***

#### **Comments by the EEC:**

#### **Findings:**

1. The transference of Executive Training Center and the team of Pedagogical Planning of Distance Education into the design of the courses can be better monitored to guarantee the implementation of innovative methods into them.

#### **Comments by the EUC**

***1. In order to improve the learning experience for the students, EUC has established the Team of Pedagogical Planning, which is involved in all internal quality assurance related procedures and decisions related to the University's Distance Learning programs of study. The Team aims to improve the learning experience of distance learning students through its active and qualitative support of the University's distance learning programs of study and is responsible for supporting Schools in:***

- ***monitoring and evaluating the existing distance learning programs of study***
- ***the pedagogical planning of new distance learning programs of study***
- ***the design and evaluation of educational material for distance learning programs***
- ***the support and feedback processes to the students***
- ***the pedagogical use of technology, internet and digital information***
- ***the technical training and support of instructors***
- ***the interaction between staff and students.***

***All trainings on distance learning are evaluated in a structured way by participants who provide feedback on all aspects of their training regarding online teaching (module delivery, design, assessment, etc.). This is part of the Faculty Professional Programme organized by the Office of the Vice-Rector of Academic Affairs.***



#### 4. Students

*The EEC has raised the following issues. The responses for the issues raised are shown below after the Findings section.*

#### Comments by the EEC:

#### Findings:

1. Given the small number of expected students, we suggest to monitor students more closely, also in the process of continuous assessment, e.g. by requiring that a student retakes an assignment in case it does not meet the expected standards.
2. It will be good to collect data on what career paths graduates follow.

#### Response by EUC:

1. ***With a small number of accepted students, instructors will be able to monitor and ensure that all students are learning. Students have several assessment activities both formative and summative throughout the semester which are essential to measure the progress and performance of individual students, plan further steps for the improvement of teaching and learning and share information back to the Department Council. All assessment activities, are returned to students in a timely manner to help communicate their progress at various points in the semester and enables them to make any necessary adjustments. Likewise, the instructors can assess their teaching and focus of material accordingly. Small number of students not only enables us to monitor the total number of students, but also allows the instructors and the course coordinator to monitor and cater to students on an individual level.***

***As is the case currently, instructors have the academic freedom to assess whether the student can retake an assignment that has not met the expected standards.***

2. ***Collecting data of career paths of all the graduates of the EUC is a standard practice of the EUC executed by the Office of Student Affairs. This will be the case with the future graduates of the current course. In what follows, we provide a brief descriptions of the Office of Student Affairs responsibilities and how they go about in collecting the data from graduates.***

***The Office of Students Affairs is the pillar and sponsor of many programmes and activities that take place outside the classroom and which aim at enhancing student life at the University. Student life is an important aspect of University education as it can offer a unique opportunity to develop leadership and communication skills. The Office of Student Affairs tries to cultivate a feeling of shared responsibility whereby students can learn the importance of teamwork and become members of an international community. The aim of the Office of Student Affairs is to help students acquire skills and qualities that will help them cope and excel in life after graduation.***





***The European University Cyprus Career Center outsources an annual Employability Survey. The Career Center runs Employability surveys for the last 20 years. The data collection method is done by telephone interviews using a structure questionnaire comprised of 23 questions. The sample size is quite large given that the Career Center delivers to the research company the list of graduates for each academic year that consented upon graduation, to participate in surveys. Furthermore, the Research Firm is instructed to contact graduates from all degrees and standings so as to ensure that there is sample representation of all degrees and academic levels. Indicative for 2018 Employability Survey a total of 462 effective interviews were conducted amongst 615 EUC's alumni who have consented to participate in surveys. The response rate was 75%.***

***Once the results are compiled the European University Cyprus Career Center disseminates the findings both to the University Management and the different Schools and Departments, for further review and deliberation.***

## 5. Resources (ESG 1.6)

***The EEC has raised the following issues. The responses for the issues raised are shown below after the Findings section.***

### **Comments by the EEC:**

#### **Findings:**

1. Although simulation activities are part of the methods considered in the university's pedagogical model, we do not have evidence that they will be included in the programme.
2. Some caution must be exercised as to the recording of sessions, as in some sessions there will be discussions about sensitive issues.

### **Comments by the EEC**

1. ***Indeed, simulation activities are proposed in our programme. As is customary for the M.Sc. programme in Clinical Psychology- we employ a group of actors to carry out real world clinical scenarios. Similarly the instructors of the programme and according to their background will design the scenarios which the actors will perform in an effort to provide an experience as close to the 'real thing' as possible. Students are also requested to role play the scenarios with the actors or amongst them. We have now added some examples of simulations in Study Guides (see Appendix 3b pp. 18, 19, 21, and 22; & Appendix 3f pp. 12, 14, 20, 32, and 38.***
2. ***This comment finds as in full agreement with the EEC. The members of the Department Council during their meeting on the 20.1.21 unanimously agreed that lectures of the particular programme will not be recorded if they fall under the scope of the following pillars:***
  - a. ***Contain information regarding real clinical cases of children or adults;***
  - b. ***Contain the training/exposure of students in experiential techniques;***
  - c. ***Contain information shared by the students pertaining to personal experiences or other experiences e.g., (a case of a child at work) containing sensitive information;***
  - d. ***When copyrighted material is shared***



**6. Additional for distance learning programmes  
(ALL ESG)**

***No comments were indicated by the EEC***



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



eqar /// enqa.

**7. Additional for doctoral programmes**  
(ALL ESG)

N/A



**8. Additional for joint programmes**  
(ALL ESG)

N/A



## B. Conclusions and final remarks

***The EEC has raised the following concluding remarks. The responses for the issues raised are shown below after the Findings section***

### Concluding Remarks by the EEC

The proposed program of study has notable strengths.

- The proposed program will no doubt be very appealing to a broad range of prospective students with diverse disciplinary backgrounds. It is unique in its kind and clearly responds to needs of the market.
- One strength of the program is the inclusion of a master's thesis (30 ECTS) as compulsory. Having a thesis as compulsory part of a master's program is deemed indispensable to meet international standards.
- The materials and tools that will be used are modern and will be regularly updated with videos integrated in the activities. In general, the pedagogical approach proposed will encourage students to take an active role and the activities are designed with this purpose.

Nevertheless, the committee would like to give some recommendations for further improvement.

- The fact that the admission criteria are very broad It is a strong recommendation of the committee to make up for that by offering (obligatory) preparatory courses to those students who have gaps in previous knowledge on essential domains. There are several possible ways of doing this. One possible way is to define a preparatory program, consisting of courses of which the content is
- The committee would like to encourage the team to maximally take advantage of the opportunities for interdisciplinary exchange and collaboration as a consequence of the student group with diverse disciplinary backgrounds. Course descriptions and learning outcomes of some courses need some revision to avoid overlap and be consistent with the (non-clinical) scope of the program.
- The required level of English language proficiency seems to be slightly below international standards.
- It will be good to add some sentences about career pathways after graduation in documentation on this program.
- It might be interesting to make it possible that students with clear interest in clinical practice be allowed to do a master's thesis with a more pronounced clinical focus, e.g. a thesis in which a clinical intervention is developed or evaluated.
- Even in a program with a strong theoretical focus, it is important that graduates have enough training on skills development (communication, empathy, cooperation...). Maybe some optimisations in this respect are possible.
- Some assessments using multiple -choice questions are planned. It would be good to improve the psychometric quality of this type of exams. The staff might benefit from expertise and software that has already been developed in other schools



### **Response by EUC:**

***We would like to sincerely thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Department of Social and Behavioural Sciences made a focused effort to address each of the EEC's recommendations. As such, we believe that these actions enhance the quality of the M.Sc. in Child and Adolescent Mental Health. By making these changes, we believe that we are now able to offer a significantly improved programme of study which is in line with the European Qualifications Framework and which builds on our strengths and our readiness to implement the programme in an attractive student-friendly environment. We summarize in brief some the major adaptations described in more depth above:***

- ***“Foundations in Statistics” and “Foundation in Child Development” will be offered to candidates coming from academic backgrounds which do not contain courses in such fields, but fulfill all the other entry requirements.***
- ***The programme’s instructors intend to maximally take advantage of the opportunities for interdisciplinary exchange and collaboration resulting from a student population with diverse disciplinary backgrounds; this was the rationale of accepting candidates from such a variety of backgrounds.***
- ***Course descriptions and learning outcomes of some of courses have been revised to accommodate the EEC suggestions. More specifically, changes have been made as regards to the following:***
  - ***The eradication of overlaps;***
  - ***Wording made consistent with the non-clinical scope of the programme;***
  - ***To include components on skills such as empathy, communication and cooperation.***
- ***We confirm that students with clear interest in clinical practice (and confirmed by previous academic background) will be allowed and encouraged to do a master’s thesis with a more pronounced clinical focus, e.g. a thesis in which a clinical intervention is developed or evaluated.***
- ***Assessment Rubrics are now included in the Study Guides as have been examples of simulation activities.***
- ***A more clearer depiction of career pathways has been added to the description of the programme to better highlight its non-applied theoretical nature.***
- ***The EEC suggested that it would be good to improve the psychometric quality of multiple choice type of exams. The staff will indeed benefit from expertise and software that has already been developed in the School of Medicin. After the Approval by Members of the Department and School Council, a decision has been made so that the software is made available to the Department of Social and Behavioral Sciences.***

***In closing, we would like to say that the Department of Social and Behavioural Sciences found the EEC’s candid discussions, a constructive learning process. We all believe that***






***this review was a positive experience and feel that we were provided with important input on how to move effectively forward. In addition, we have thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following its review and attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC's comments and suggestions, we are convinced that our programme will be able to more effectively ensure the learning outcomes of its students. In this regards, we are grateful to the EEC for their candid discussions regarding our programme, and the insightful comments and suggestions throughout their report.***





### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Professor Marios Vryonides</b>	Dean of the School of Humanities, Social and Educational Sciences	
<b>Dr. Panayiotis Parpottas</b>	Chairperson of the Department of Social and Behavioural Sciences	
<b>Dr. Monica Shiakou</b>	Programme Coordinator	

Date: 21.1.2021