

Αρ. Φακ.: 07.14.336.120

20 Μαΐου 2023

Καθηγήτρια Μαίρη Κουτσελίνη
Πρόεδρο Συμβουλίου
Φορέα Διασφάλισης και Πιστοποίησης
της Ποιότητας της Ανώτερης Εκπαίδευσης
Λευκωσία
(Με ηλεκτρονικό Ταχυδρομείο)

Αξιότιμη Κυρία Πρόεδρε,

Θέμα: Αναβολή λήψης απόφασης για την Αξιολόγηση του Προγράμματος:

**«Εκπαιδευτική Ψυχολογία» (1,5 ακαδημαϊκό έτος, 90 ECTS, Μάστερ) του Ιδρύματος Ανώτερης
Εκπαίδευσης Πανεπιστήμιο Λευκωσίας**

Σχετικά με την επιστολή σας ημερομηνίας 20 Απριλίου 2023, σας κοινοποιούμε πιο κάτω τις απαντήσεις και διευκρινίσεις στα αντίστοιχα αιτήματά σας, η ικανοποίηση των οποίων κρίνεται αναγκαία για την έγκριση του προγράμματος:

<p>1. The master thesis needs to be mandatory, including research which utilizes both quantitative and qualitative methodology.</p>	<p>The CYQAA in its recent announcement of 24 April 2023 states that Masters programs must ensure that graduates develop skills and ability for research, innovation and complex problem solving. On the MSc Educational Psychology E-Learning program, students are introduced to quantitative and qualitative research methods through the Research Methods course. Students are trained in data analysis using specialized software such as SPSS for quantitative data and NVivo for qualitative data. Students also develop skills in writing up research proposals. In addition to this course, students engage in a variety of activities throughout the program, which are designed to develop their research, problem solving and critical thinking skills. In most courses students are required to produce written assignments and essays where they are required to collect data (for example, through observation, questionnaires, interviews), search and critically</p>
---	---

evaluate literature, interpret data and findings from published research papers, and produce projects.

Following a meeting with the President of CYQAA on 10th May 2023, we are confident that we can further strengthen the research aspect of the degree through teaching material and coursework that aims at developing students' research skills and critical thinking. Indicative assignments that have been added in the courses and which serve to develop students' skills in the areas of research methods, data analysis, report writing and critical evaluation and are provided below, for your information:

- PSYM-500 (10 ECTS): Students undertake an individual project where they are required to conduct lesson observations in school, analyse the lesson and interactions between teacher and pupils and synthesise the information with reference to learning theories, theories of cognitive development, individual differences, teaching approaches, as well as other areas pertaining to the psychology of teaching and learning covered in the course syllabus
- PSYM-504 (10 ECTS): Students undertake a group project where they are required to construct a psychometric scale, and conduct a pilot study whereby they collect and analyse data in order to finalise the scale and evaluate the psychometric properties of the scale with emphasis on reliability and validity.
- PSYM-506 (10 ECTS): Students undertake an individual project whereby they are required to develop a research proposal

On the basis of the aforementioned information, we are confident that students

	develop the skills outlined in the European Qualifications Framework through carefully designed courses and coursework.
2. The research orientation of the degree needs to be strengthened.	<p>The program includes a Research Methods course, where students are introduced to quantitative and qualitative research methods used in the field; they are trained in data analysis using specialized software such as SPSS for quantitative data and NVivo for qualitative data. Students also develop skills in writing up research proposals. In addition to this course, students engage in a variety of activities throughout the program, which are designed to develop their research and critical thinking skills. In most courses students are required to produce written assignments and essays where they are required to collect data (for example, through observation, questionnaires, interviews), search and critically evaluate literature, interpret data and findings from published research papers, and produce projects including writing up research proposals, interpreting case studies, constructing psychometric scales, developing and evaluating intervention programs, and conducting psychoeducational assessments, interpreting collected data, and translating findings into educational practice to support students' academic, socioemotional and personal development. Indicative courses include PSYM-500 Psychology of Teaching and Learning, PSYM-503 Educational Interventions, PSYM-504 Testing and Psychometric Assessment, PSYM-506 Research Methods, beyond the optional courses PSYM-691A and PSYM-691B (Thesis I and Thesis II).</p> <p>Following a meeting with the President of CYQAA on 10th May 2023, and as per the EEC recommendation, we remain committed to further strengthen the research orientation of the degree through teaching material and coursework that aims at developing students' research skills and critical thinking (please see</p>

	our comment to point 1 above for further information).
3. The final exam needs to have less weight.	We have reviewed the course outlines and have agreed at Department level that the final exam weight will not exceed 40% of the overall grade, allowing the exact weight to be determined by each lecturer depending on the nature and needs of each course and in line with the Internal Regulations of the University of Nicosia which recommend that the final exam constitutes 30-50% of the overall course grade.
4. The reference list in all courses needs to be up to date.	We have reviewed the readings of courses and made changes to ensure that most up to date textbooks and resources are used. Please note that one challenge we have is that the program is taught in Greek and, as such, some textbooks and readings must be in the Greek language. There are topics for which we cannot find very recent publications in Greek, but we make sure to always use the most recent available editions. We complement Greek texts with English texts (books and research papers) to ensure that students read the most up to date information on the topics taught. Furthermore, the content of lecturers' notes and PPT slides is based on contemporary English and Greek literature and are regularly updated.
5. The program of study in Educational Psychology needs to be distinctly different from any other related programs of study (i.e. School Psychology).	The field of Educational Psychology has areas of overlap with School Psychology and, as a result, it is expected that some courses will be common. Educational psychology (as it is commonly called in most of Europe and the US – or “Psychology in Education” as it is commonly called in countries such as the UK) programs offer the theoretical principles to help students develop their understanding of student learning and development, approaches to instruction, measurement and assessment, and program evaluation in educational environments. School psychology, on the other hand, is the application of these principles to support students' academic, socioemotional and personal development following a



	<p>psychoeducational assessment conducted by the school psychologist. This is common practice in similar programs worldwide. The EEC clearly expressed that this was their expectation during the evaluation visit. Nevertheless, there are several and significant differences between the two programs, indicated below:</p> <ol style="list-style-type: none">1. The MSc Educational Psychology is comprised of 90 ECTS, with each course being equal to 10 ECTS (students must complete 9 courses to graduate).2. The MSc School Psychology is comprised of 150 ECTS, with each course being equal to 7.5 ECTS (students must complete 20 courses to graduate)3. The MSc School Psychology includes various courses aiming at developing students' clinical and professional skills, which do not appear on the MSc Educational Psychology as the objectives of the program are to provide the theoretical principles, and not to develop clinical/professional skills. Indicative examples include PSYS-507 Analysis, Assessment and Modification of Behaviour, PSYS-631 Psychological Interventions and Program Evaluation, PSYS-632 Professional Ethics, PSYS-680 Counselling Psychology in the School Context, and 1000 hours of Practicum Placement in schools and other sites offering psychological services to student-aged population (PSYS-681, PSYS-682, PSYS-692 and PSYS-693).4. Out of the 150 ECTS comprising the MSc School Psychology, only 52.5 ECTS are common in both programs.
--	--

Παραμένουμε στη διάθεσή σας για περαιτέρω πληροφορίες και διευκρινίσεις.

Με εκτίμηση,

IOULIA PAPAGEORGI, PhD CPsychol AFBPsS FHEA
Associate Dean
School of Humanities and Social Sciences

Professor
Coordinator - MSc Educational/School Psychology
Department of Social Sciences

46 Makedonitissas Avenue, CY-2417
P.O.Box 24005, CY-1700, Nicosia, Cyprus
t +357 22 842200/2239 | f +357 22 842222
papageorgi.i@unic.ac.cy | www.unic.ac.cy