

Doc. 300.1.2

Date: 19/5/2025

Higher Education Institution's Response

- **Higher Education Institution:**
University of Limassol

- **Town:** Limassol

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό στη Σχολική Ψυχολογία (Εξ' αποστάσεως),
(Σχολική Ψυχολογία, 2.5 έτη, 150 ECTS, MSc, Εξ'
αποστάσεως εκπαίδευση με πρακτική)

In English:

Master of Science in School Psychology (Distance Learning)
, School Psychology, 2.5 years, 150 ECTS, MSc, Distance
Learning with Practicum)

- **Language(s) of instruction:** Greek and English
- **Programme's status:** New
- **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
While internal mechanisms for monitoring student performance and satisfaction exist, publicly available information on graduation rates, and graduate employment outcomes is currently limited. We encourage the School to consider publishing annual programme-level data summaries to increase transparency for prospective students and external stakeholders.	We appreciate the committee's recommendation and acknowledge the importance of transparency regarding student outcomes. In response, we are committed to enhancing public reporting on key programme-level metrics. To this end, as soon as our first cohort of students graduates (Spring 2026), we will start developing and publishing annual summaries of graduation rates and graduate employment outcomes for each study programme. Data will be made available on the University's website in a dedicated transparency section.	Choose level of compliance:
There is evidence of informal tracking and feedback on practicum partnerships, but a systematic mechanism for collecting alumni feedback and employment data is not yet fully established.	Thank you for your comment here. A system for collecting data from alumni has already been established. This is the UoL Alumni Community (https://www.uol.ac.cy/en/uol-alumni-community/) Last year, all alumni were contacted and asked to update their details. As part of that process, they were also asked to provide information about their current employment. The University also created alumni cards, offering benefits such as discounts and continued access to university services for up to two years after graduation. Additionally, the University holds annual alumni gatherings to maintain close contact with them. Alumni also have an opportunity to provide feedback and share their story. This can be found on the website https://www.uol.ac.cy/en/have-your-say	Choose level of compliance:
Furthermore, mentions of a formal practicum hours tracking system for both direct and indirect hours, the professional suitability of practicum supervisors, and the specific criteria for supervisor selection were underspecified.	Regarding a formal practicum hours tracking system for both direct and indirect hours please see Appendix A in "Practicum guide" p. 15. You can see the excel file that students will have to fill out naming tasks and duration for both direct and indirect hours (this should be signed by both the student and their clinical supervisor). Submission of this excel file is a requirement for successful completion of each	

	<p>level of practicum (see section 7 Trainee evaluation methods), and as specified in section 6.3, should be submitted in an electronic Practicum folder on the University's platform.</p> <p>Regarding selection criteria for supervisors, please see chapter 6.1. Criteria for selecting supervisors in the Practicum guide. We also added the following clause <i>"In case of supervision from a different specialty, at least 50% of student's direct practicum hours will be supervised by a School psychologist."</i></p> <p>Please see in the folder 'Practicum' the 'Practicum Guide' and the 'Practicum Guide-Practicum Diary' excel spreadsheet.</p>	
<p>Ensure that the practicum placements explicitly provide skill-training and supervision to students as appropriate to the School/Educational Psychology specialty. This includes conducting psychological acts related to diagnosing and systematically managing psychological issues in school settings and/or handling performance and behavioural issues in educational environments and/or applying psychological knowledge to establish best practices within the educational system.</p>	<p>As you can see in the Practicum guide, Appendix C, "Practicum Evaluation Form" explicitly guides both the supervisor and trainee on the kinds of psychological acts a school psychologist trainee will follow in order to meet the criteria for the program. You can also see Chapter 5. Practicum Content for explicit description of the roles and duties of the school psychologist trainee.</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	<p>Choose level of compliance:</p>
<p>Ensure that there is a clear guideline to students that they need to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council prior to commencing their Practicum</p>	<p>Please note that we have added as an admission criterion to the program the requirement to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council. Therefore, all students will have certainly registered before the start of the program.</p> <p>We have also added in chapter 4. General terms and conditions for practicum participation of the Practicum guide the following "The student is registered in the Graduate Registry of the Cyprus Psychologists Registration Council".</p>	<p>Choose level of compliance:</p>


	Please see in the folder 'Practicum' the Practicum Guide.	
Ensure that the core of the students' practicum (minimum of 300 direct hours) are conducted within school settings and supervised by a Registered Educational Psychologist with relevant experience and who have demonstrably practiced applied psychology in the field. The University must ensure that this is universal across all practicum students	<p>In the Practicum guide, we have added in section 6.1. Criteria for selecting supervisors the following clause <i>"In case of supervision from a different specialty, at least 50% of student's direct practicum hours will be supervised by a School psychologist.</i> We have also added in chapter "5.2. Structure and timeline of the practicum" the following: out of the 1000 hours, a minimum of 300 direct hours will be conducted within school settings and supervised by a Registered Educational/School Psychologist.</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	Choose level of compliance:
According to current definitions, practical training (practicum) means the documented performance of activities that either prepare for or support (indirect practical training) the provision of psychological services to individuals with real psychological care needs (direct practical training), with the sole purpose of accumulating the necessary experience for the competent execution of the professional duties of applied psychology.	<p>We added a definition of direct and indirect hours in the practicum guide. Please see p. 8</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	
Examples of indirect practical training include receiving supervision, providing psychological services to simulated (fake/mock) clients, observing the work of more experienced or peer psychologists, studying, documenting, and analysing psychological work.	<p>We added a definition and examples of direct and indirect hours in the practicum guide. Please see p. 8</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	
Ensure that at least 60% of the total practicum hours are direct.	Please see the detailed description of the practicum in chapter 5.2 Structure and timeline of the practicum of the Practicum Guide. Both direct and indirect hours are already presented in detail, and more than 60% are direct.	

	Please see in the folder 'Practicum' the Practicum Guide.	
The University to keep a detailed data record of each student's practicum hours, including direct, indirect hours and the population or setting characteristics.	<p>Please see Appendix A of the practicum guide. Each student will have to provide the University a completed practicum diary with all the essential details requested in your comment.</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	
Ensure that the university makes an explicit commitment to follow the agreed upon practicum placement criteria and ensure that all students are offered equal opportunity practicum placements.	<p>The University makes a commitment to follow the agreed upon practicum placement criteria, and to ensure equal opportunity access to placements while adhering to the practicum criteria, as specified in the Practicum guide. Please see Appendix 5 for a letter from the Rector of the University of Limassol.</p> <p>To this end, we would like to inform you that more binding agreements have been signed with collaborating schools/organisations, and we have now secured 22 practicum places. In the folder 'Practicum - Binding agreements- Additional binding agreements', you will find the three new binding agreements and the updated list of collaborating schools.</p>	
The Graduate Handbook outlines several student services, but visibility and integration into the Moodle platform could be improved in particular. During the visit, the EEC suggested the provision of a centralized, Student Success Hub with direct access to counselling, career support, library services, and academic writing resources.	We acknowledge the valuable recommendation regarding the visibility and integration of student services within the Moodle platform. In response, we would like to highlight that the University currently operates a dedicated Student Help Centre (SHC) , which is accessible through our Moodle environment. The SHC is designed to provide comprehensive support and guidance to students throughout their academic journey. It includes essential information about the University, access to support departments, the Online Library, and key academic policies and regulations. Additionally, it features a range of resources aimed at enhancing students' study skills and career development. We are continuously working to further enhance the SHC's visibility and user-friendliness to ensure that students can easily access the support services they need.	
The University has taken a positive first step with its policy on	Thank you for your comment here. In Appendices 1 and 2 we provide the University	

<p>generative AI, but student-facing guidance on what constitutes acceptable use may vary across instructors. Consider providing a standardized AI usage statement or disclaimer in all course syllabi, alongside any assessment-specific guidance on AI usage, to ensure consistent expectations.</p>	<p>Policy on the Use of Generative AI and the Declaration of the Use of Generative AI that the students are asked to complete when submitting an assignment where they have used AI for the purposes of their assignment.</p> <p>At the Departmental Council meeting of the 12th of May, the Department decided that given the growing integration of AI in education, there is a need to develop comprehensive evaluation and monitoring guidelines to govern its use within academic programs. To initiate this process, a brainstorming workshop is scheduled for the second week of July, which will form the basis of a Departmental strategy on AI usage which will be established at the Departmental Strategic Week 8-12 September 2025. Please see Appendices 1 & 2</p>	
<p>Ensure that external information (including on the website for the MSc in Educational Psychology) has detailed admissions criteria that are programme-appropriate. Currently, the admissions criteria on the website are only: 1. Accredited Bachelor's Degree, and 2. Application Form. This is insufficient for the MSc in School Psychology and not in line with what was discussed in the visit.</p>	<p>Thank you for your suggestion here. The website for the MSc in School Psychology has now been published. This includes all the below criteria (in <i>Italics</i> you will find the updates following feedback for the EEC)</p> <ul style="list-style-type: none"> • A Bachelor's degree in Psychology from an accredited programme (<i>or equivalent or corresponding</i>) with a 2:1 and above from UK Universities, or 3.3 and above from US Universities, or 7 and above or the equivalent from Cypriot and Greek Universities and colleges. However, candidates with a lower grade than the above might be admitted if they have compensatory strengths in terms of work experience or other accomplishments. • The candidates should make the commitment to complete the Practicum requirements in person in Cyprus. • <i>The candidates need to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council prior to commencing their studies on this MSc.</i> • A personal interview might be required throughout the selection process. The interview and documents 	

	<p>providing evidence of the above qualifications are used as the basis for evaluating candidates in case the admissions committee decides to do so. In cases where applicants have graduated from unfamiliar programmes or Universities, a GRE/GMAT examination score may be required.</p> <ul style="list-style-type: none"> • Two reference letters are required with at least one from an instructor familiar with the educational background of the candidate. • Native speaker of English or graduate of a high school or University where the language of instruction is English, or IELTS with a score 6.5 or above, or TOEFL paper-based test 600, computer-based test 250, internet-based test 100. 	
--	--	--

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
While discussion forums are embedded in all courses, the extent and consistency of student participation across modules is not clearly tracked or evaluated at the programme level. We suggest that the School implements learning analytics tools to monitor forum engagement and assignment submissions more systematically. This data could help identify students at risk of disengagement and support personalized interventions.	<p>We thank the EEC for the insightful suggestion regarding systematic monitoring of student engagement. We are pleased to confirm that Moodle Learning Analytics is already active and effectively utilised at our university. A detailed instructor guide has been developed and disseminated to all teaching staff, enabling them to monitor student participation, track engagement with course content and activities, and identify learners who may require additional support.</p> <p>Please see appendix 3.</p>  <p>UoL_Moodle Analytics for Instructors</p>	Choose level of compliance:
Although asynchronous activities are well-developed, opportunities for synchronous student-to-student collaboration (e.g., small group work, peer feedback in breakout rooms) are underutilized. During the visit, it seems that these activities are more instructor-led, so we encourage the School to increase the use of breakout sessions and group tasks during teleconferences to promote peer learning, collaboration, and social presence.	<p>Thank you very much for your suggestion here. All instructors are already providing opportunities for synchronous student-to-student collaboration (e.g., small group work, peer feedback in breakout rooms, opportunities to work as a group on assignments). However, as a Department, we will also discuss our practices at our annual departmental retreat and set this as a goal for all teaching staff.</p> <p>Additionally, the Department has made the commitment to engage in the following actions:</p> <p>Faculty Training and Support: Provide staff development workshops focused on facilitating synchronous group work and effectively using breakout rooms to foster active student participation.</p> <p>Peer Feedback Frameworks: Incorporate peer review and feedback mechanisms into assessments or in-class activities to encourage meaningful student interaction.</p>	Choose level of compliance:

	Collaborative Tools Integration: Promote the use of shared digital tools (e.g., OneDrive) to support real-time collaboration during sessions.	
While individual faculty use diverse and effective teaching methods, there is limited evidence of a shared space for pedagogical exchange and innovation. As the team is currently small, this is feasible. However, as the team grows, we propose the creation of a virtual community of practice for teaching staff to exchange strategies on digital pedagogy, inclusion, feedback practices, and use of tools like generative AI or learning analytics.	<p>Thank you for your feedback. We fully agree with the importance of establishing a shared space for pedagogical exchange and innovation, particularly as the academic team expands. At present, we have already taken concrete steps in this direction. The University maintains a dedicated Distance Learning Training page within our Moodle platform, which serves as a central resource for all faculty members. This space includes a wide range of materials such as recorded live training sessions, interactive content, technical guides, and supporting documents. Topics covered include digital pedagogy, student engagement, assessment strategies, inclusion, and the effective use of learning technologies, including learning analytics.</p> <p>Furthermore, within the Department of Psychology, each semester we set up a Microsoft Teams group for all teaching staff, for direct communication and pedagogical exchange between instructors and the Distance Learning Unit.</p> <p>In addition, the Pedagogical Team conducts both ad-hoc and structured training sessions. New faculty members receive individual onboarding support to familiarise themselves with the platform and teaching best practices, while regular group sessions are organised for current teaching staff. These sessions aim to promote continued quality assurance across all programmes and enhance interactivity and student engagement through the integration of innovative tools and teaching methods. We are also pleased to announce the launch of our latest initiative: "AI in Education", a workshop series co-designed by the Distance Learning Unit and the Pedagogical Team. This project, developed in response to faculty feedback, addresses key areas such as the use of AI tools in teaching, assessment, and content creation, alongside ethical considerations and institutional policy. The</p>	Choose level of compliance:

	<p>workshop is being led by our Pedagogical Team and DLU Manager, who is currently enrolled in a specialised course on AI in Education. This 6-week online GenAI Literacy Trainer Essentials micro-credential equips individual tech coaches, instructional leaders, and other interested educators with the knowledge, strategies, and resources to effectively train and support educators in foundational Generative AI Literacy. As part of this, he will deliver a mandatory interactive workshop for all internal and external faculty during the summer.</p> <p>The workshop includes:</p> <ul style="list-style-type: none"> • A general introduction to AI in education; • Clarification of AI foundations and what it means in a teaching context; • Practical guidance on AI tools and prompt creation; • A strong focus on the ethical use of AI in pedagogy; • Promotion of AI literacy among faculty and students. <p>These initiatives collectively support the development of a virtual community of practice and ensure that our faculty remain well-equipped to deliver high-quality, engaging, and forward-thinking instruction. Please see appendix 4.</p>	
<p>It is important to put mechanisms in place to standardize assessment and examination conditions, feedback practices and guidance, in order to ensure an appropriate level of parity.</p>	<p>Thank you for your comment here. In relation to feedback practices and guidance, as per our application, discussions and presentation at the accreditation day, we use rubrics and marking criteria for standardization purposes. These are made available to students before they start working on their assignments. We also provide students with regular - weekly- feedback through interactive activities and self-assessment exercises.</p> <p>The department has got in place a mechanism for standardisation of assessment and examination conditions. All instructors are required to submit their exam for review to the program director and the head of the department. The reviewing of the exam papers by the head of the department and</p>	<p>Choose level of compliance:</p>

the program director is in place to uphold our commitment to high-quality standards, to ensure consistency and fairness in the assessment process.

In preparation for the construction of the exam papers, instructors receive the **following guidelines:**

1. Instructors for each course should work together to create a single exam paper. This is essential to ensure all students are assessed equally, considering that they should have acquired the same knowledge and skills for the specific degree they will be awarded, regardless of the course instructor.

2. Considering the exam structure, all exams must consist of three parts, with roughly equal weight for the final score:

- 30% Multiple Choice Questions
- 35% Short Answer Questions
- 35% One Essay Question

3. To ensure a normal distribution of marks, please find below a suggested distribution of questions across the three sections regarding difficulty. Please colour-code the questions regarding difficulty (green-easy, orange-medium, red-hard).

Section	Easy (%)	Medium (%)	Hard (%)
Multiple Choice	40%	40%	20%
Short Answers	25%	50%	25%
Essay Question	10%	50%	40%

4. While the three sections should appear in the same order for all students, the questions within each section must be presented randomly.

5. To ensure that multiple-choice questions are presented randomly among students, instructors need to prepare twice the number of questions required for the exam. This

	<p>allows the system to have a sufficient pool of questions to choose from. For instance, if an exam requires 20 multiple-choice questions, instructors should prepare 40 questions. This same principle applies to other sections of the exam as well.</p> <p>6. Each question or sub-question should clearly indicate the number of marks assigned (e.g., two marks).</p> <p>7. Instructors should ensure the exam can be completed within the allocated time frame. The difficulty level of the exam should be appropriately aligned with the course content and should be neither too easy nor too difficult.</p> <p>8. While instructors may guide students in preparing for the exam, it is important NOT to provide excessive details during meetings.</p> <p>9. Be sure to clearly indicate the correct response to each multiple-choice question by using bold formatting. This will help the DLU know which response to register in the system as the correct one. Please do NOT list the correct response below the multiple-choice answers, such as: Correct response: (B) The fMRI measures the activity of the brain while the participant is undertaking a task.</p> <p>10. Ensure that the correct answers for the multiple-choice questions and the short and essay questions are not obvious, allowing students to engage in critical thinking.</p> <p><u>Students with Learning Difficulties</u> In case you teach students with learning difficulties, please remind the DLU about any special arrangements, such as extended exam time, adjusted exam papers, or permission to use notes during the exam.</p> <p><u>Absence from Exams</u> If you have students who have informed you about their inability to take the exams, please let them know that they will have the option to take the exam during the exam period of</p>	
--	---	--

	<p>the next semester. An exception will be made for students who cannot sit for the exam due to health reasons. For these students, we will arrange an alternative exam date, but they must provide a medical report from their doctor.</p> <p>Mock Exam</p> <p>Please be informed that exams will be proctored, and to avoid any technical issues, a Mock Exam will take place by the DLU. This allows students to check the system and ensure everything is functioning smoothly.</p> <p>Click or tap here to enter text.</p>	
While students engage in research through their own projects, involvement in faculty-led research or wider dissemination opportunities is currently limited. Since both academic leadership and faculty members highlighted the research-focused approach of the University, it would be enriching for the students to create optional research assistantship opportunities, student involvement in conference abstracts/presentations, or an online space to showcase student thesis work.	<p>Thank you for your insightful comment. The department has now established opportunities for research internships in the summer (duration: 4 weeks), during which the students will be able to work on research projects taking place within the department. These, as well as the students' work on their dissertations, will have the potential to lead to conference presentations or journal article collaborations.</p>	Choose level of compliance:
Several course descriptors list no named staff (yet), which is understandable as this is a work-in-progress. Many modules repeat similar structures, and assessment types without reflecting unique course outcomes. A refinement of course descriptors to clearly align content, delivery, and assessment with module-specific competencies is suggested.	<p>We have now refined all course descriptors in English and Greek.</p> <p>All the detailed information was originally available in the study guides, with each course having unique course outcomes and structure and assessments. We had kept our course descriptors very short for practicality purposes, but we have now refined them and included more information so that the alignment is clearer in the course descriptors too. This change includes more information on the teaching methodology sections, more detail on the assignments, more information about the final exam and names of teaching staff for each course.</p> <p>Please see folder: Updated course outlines</p>	
There is no explicit framework for evaluating whether a student is	Thank you for this useful comment. We have added to the Practicum guide that a pre-	

<p>competent to enter the practicum modules. We recommend the university develop guidelines for evaluation.</p>	<p>requisite for entering Practicum is to prepare and submit a portfolio with specific requirements (see chapter 4. General terms and conditions for practicum participation, pg. 5). This portfolio will be evaluated by the Practicum Committee with a pass/fail.</p> <p>Please see in the folder 'Practicum' the Practicum Guide.</p>	
<p>Aside from the WISC-V and RAVENS in PSYSC507, there is no mention of widely used (non-intelligence) tools employed in school settings (Conners' Rating Scales, SDQ, Child Behaviour Checklist, etc). There is also no training in structured clinical interviews or adaptive functioning tools. Perhaps broaden the psychometric toolkit training, with practical administration and interpretation included in assessment modules.</p>	<p>Thank you for your comment here, which has led us to update our study guides in order to ensure that all these elements are sufficiently covered.</p> <p><u>Widely-used tools employed in school setting and Practical administration and interpretation and</u></p> <p>In PSYSC507 apart from the WISC-V and Raven's Progressive matrices tools we have added the following in the module:</p> <ul style="list-style-type: none"> • Greek assessment scale of ADH/D-IV. Scale for parents and scale for teachers (Kalantzi-Azizi , Angeli , Efsthathiou, 2012) • Strengths and Difficulties Questionnaire (SDQ; Validated in Greek by Stogiannidou, Bibou, Papageorgiou, Giannopoulou, Christodoulou). • Child Behavior Checklist/6-18 • Youth Self-Report/11-18 • Teacher's Report Form <p>We have also included in the assignments that one of the above questionnaires should be administered, scored and analysed, along with the WISC-V report.</p> <p>Regarding practical training in tool implementation and assessment, both the PSYSC504 <i>Learning Disabilities</i> and PSYSC502 <i>Child and Adolescent Psychopathology</i> modules provide numerous examples throughout live sessions and lecture</p>	

	<p>materials. These include discussions of diagnostic criteria, symptomatology, validated assessment tools, screening instruments, and observational methods used to gather comprehensive information about a student. In <i>Child and Adolescent Psychopathology</i>, Week 12 is particularly focused on non-clinical interventions and introduces students to a holistic approach that emphasizes collaboration among multidisciplinary teams and integrated decision-making. Throughout, we ensure that all topics—given their sensitive nature—are presented with care and respect, both for our students and for individuals who may be affected by these conditions.</p> <p><u>Adaptive functioning tools</u></p> <p>We have also made amendments to incorporate more learning on adaptive functioning tools. For example, in PSYSC507 we have included the Vineland III – Vineland Adaptive Behavior Scales (Third Edition).</p> <p>In PSYSC511 we have included some information on assessment tools in Week 2 (pp. 37-38), and specific methods/tools for behavior recording in Week 3 (pp. 47–49). In Week 6 (pp. 68–70), we added more concrete interventions regarding collaboration with other professionals, interdisciplinary meetings, and working with parents, to address the need for preparation to work in multidisciplinary teams.</p> <p>Adaptive functioning tools are also directly related to course PSYSC512 and to the application of assessment tools in Weeks 1-3 in PSYSC513, where relevant information has now been added.</p> <p><u>Clinical interview:</u></p> <p>We also address clinical interview skills throughout the program. In PSYSC505: Counselling Psychology in School Contexts clinical interviewing is one the major outcomes of the module. Teaching-wise in</p>	
--	---	--

	<p>Week 7 we have “Interview as a tool for counselling” and practice-wise the individual and group assignments entail creating an interview protocol for the purpose of taking a child's history, conducting an interview with a parent of their choice and writing the child's information, as it would be presented in a formal report.</p> <p>Clinical interview skills are also addressed in PSYSC511, where more specific stages of semi-structured interviews were also included in Week 3 (p. 49) and in PSYSC510 where students learn to synthesise information from assessment and history taking.</p> <p>Finally, the skills related to clinical interview are addressed in two practicum courses. In PSYSC512- Practicum I, Clinical interview is extensively covered. In Weeks 4-6 the thematic focus is on initial interview and history taking with children adolescents, parents, teachers, and other professionals. Key activities include practicing interviews using structured and unstructured formats, techniques such as active listening, building rapport, adjusting communication style and the interactive H5P activity involves matching techniques with interview types. The assignment on this course is also focused on this as it is a history-taking assignment (10% of grade), based on conducting and documenting a real interview. The students' clinical interview skills are further developed in PSYSC513- Practicum II (see Weeks 4-6, 10-12 and every other session from session 3 onwards) where the students observe and take part in observations and recording of interviews. Relevant activities are also included in the form of interactive activities and self-assessment exercises throughout the course.</p>	
While PSYSC507 includes interpretation, there is no explicit content on writing professional psychological reports for schools, parents, or multidisciplinary teams. This is a core skill in applied practice that must be systematically taught and assessed.	Writing professional psychological reports for schools, parents or multidisciplinary teams is a skill addressed in various courses throughout the program. Below we describe how this topic is addressed, and explain that we have now made amendments to courses in order to explicitly cover this.	

	<p>In course PSYSC507 students are taught and discuss in depth report writing of psychometric results throughout the course. Moreover, on a practical level students are required to submit two psychometric reports which will be evaluated by the instructors of the module.</p> <p>In course PSYSC511 Behaviour analysis and modification, the students are required to produce an outcomes report (p.24) and very specific instructions have been added to the task description, while further details regarding report writing will now be provided in Week 9. Additionally, in Week 11, we added more detail on methods of data recording and use of graphs for understanding behaviour modification, all of which are used in report writing.</p> <p>In PSYSC512 Practicum I, writing professional psychological reports is involved in student assignments. In Week 4-6 students receive guidance to produce a history-taking report demonstrating data organisation and professional tone. While formal multidisciplinary team reports are not explicitly mentioned, the skills practiced here are foundational. Writing professional psychological reports for schools, parents or multidisciplinary teams is then extensively covered in PSYSC513 Practicum II. In Weeks 4-6 there is a focus on writing psychological reports and detailed guidelines are provided. In this course, the students are also assessed on writing a psychological report for a case from their practicum which they will have discussed with their clinical supervisor too (See assignment 3).</p> <p>Moreover, following recommendations from the EEC, we added pre-requisites for students to be able to proceed to the practicum placement: these include the students having to submit two updated reports in their e-portfolio (please see Practicum Guide). Also, during their training in all stages of Practicum I, II, III students will have to submit</p>	
--	--	--

	<p>reports that will be evaluated by the practicum supervisor.</p> <p>Please see folder on Updated study guides.</p>	
<p>PSYSC504 touches on minority students, but there is limited depth in neurodiversity and inclusive education practices or intersectionality (e.g. LGBTQ+ students and SEN). Suggest expanding cultural competence components and embed inclusion across all modules with practical scenarios and legal frameworks.</p>	<p>Thank you for your comment here.</p> <p>Below, we highlight some elements in our study guides that address your comments, and at the end we explain how we have made significant amendments to core study guides in order to delve more deeply into these topics.</p> <p>As you rightly point out, in PSYSC504, we address neurodiversity and inclusive education, with dedicated weeks focusing on inclusive practices and educational methods. Specifically, for example, Weeks 4 and 5 explore ADHD and ASD separately, offering a range of school-based interventions that professionals can implement to foster inclusivity and support children with diverse needs. Additionally, Weeks 11 and 12 focus on gifted learners and students from minority backgrounds, emphasizing the importance of personalized learning and how to identify and respond to such needs within the school environment. These weeks also cover the need for cultural competence.</p> <p>Aside from PSYSC504, in PSYSC507 the week 12 module focuses on diversity, inclusion, equity and cultural sensitivity in assessment. Additionally, in PSYSC510-Psychological interventions in schools, in Week 12 we delve deeper into analysing the need for culturally sensitive interventions, as well as the management of sensitive issues, since the topic of sexual identity is also raised. The Interactive Activity in Week 12 includes a scenario in which a student is facing emotional difficulties related to their sexual identity. This scenario gives students the opportunity to examine the role of the School Psychologist in managing sensitive issues, such as sexual identity, through ethically appropriate practices. Students explore how school psychologists can support the</p>	

	<p>emotional and psychological well-being of the student, safeguarding confidentiality and promoting autonomy, while also managing relationships with the family and school environment.</p> <p>Furthermore, in PSYSC512-Practicum I, the aspects of neurodiversity, inclusive education, minority students, intersectionality, developing cultural competence are addressed in Weeks 1-3. In these weeks, there is an emphasis on the systemic approach – understanding student needs in connection to family, school, community, including social and cultural factors. These weeks include reference to international variation in psychologist roles (e.g., support for students from migrant backgrounds in EU) and the theoretical models discussed include Vygotsky (sociocultural theory) and Erikson (psychosocial development) which both support inclusive frameworks. Similar is the case for PSYSC513, where these aspects were addressed in weeks 10-12. For example, students have to complete the NASP self-assessment questionnaire with honesty. The questionnaire aims to enhance the cultural sensitivity of professionals.</p> <p>In response to your comment, we have now further updated the study guides of core courses in our programme, with the aim to add depth to the dimensions of neurodiversity, inclusive education practices, intersectionality, cultural competence and inclusion. We have added –among others- practical scenarios, legal frameworks, and more information on the topics. Please see for example the study guides for PSYSC502-Child and adolescent psychopathology, PSYSC510-Psychological interventions in schools, PSYSC511-Behaviour Analysis and modification, PSYSC512-Practicum I, PSYSC513-Practicum II, in the folder ‘Updated study guides’. All updates are highlighted in yellow. In this folder, you will also find a document-description of the changes that have been made to each course in order to address this point.</p>	
--	---	--



	Please see folder on Updated study guides and the document-description of the amendments.	
--	---	--

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Faculty demonstrate competence in online teaching, but evidence of systematic pedagogical training in distance learning strategies is limited. There is evidence of several ad hoc webinars and workshops, but we consider it more efficient to introduce an institutional e-learning certification or micro-credential programme for faculty teaching in online programmes, focusing on interactivity, assessment, and digital inclusion.	<p>We appreciate the EEC's recommendation regarding the implementation of a formal certification or micro-credential programme for faculty involved in online teaching. While previous initiatives included several ad hoc webinars and workshops, we would like to affirm that the University has already developed a structured and comprehensive Distance Learning Training Course, hosted on Moodle and available to all teaching staff. This training comprises five core modules, covering the following areas:</p> <ol style="list-style-type: none"> 1. From face-to-face teaching to e-learning – Facilitating the transition to digital delivery. 2. How to create content for and in an e-learning environment – Supporting instructional design and content creation. 3. Supporting students' learning experience through digital means – Focusing on engagement and digital support. 4. Assessment criteria, grading forms and rubrics – Promoting transparent and pedagogically sound assessment practices. 5. Marking and accessibility – Ensuring inclusivity and compliance with accessibility standards. <p>The training is mandatory for all newly appointed distance learning faculty and available to current staff for ongoing professional development. Resources include recorded live sessions, practical guides, and interactive components.</p> <p>In direct alignment with the EEC's suggestion, we are pleased to confirm the formal launch of an institutional e-learning certification (micro-credential) programme, beginning in the 2025–2026 academic year. The preparatory phase—including programme structure, assessment tasks, and platform integration—will be initiated immediately</p>	Choose level of compliance:

	<p>after the conclusion of the Spring Semester 2025.</p> <p>A key component of this certification will be our newly introduced “AI in Education” workshop series, co-designed by the Distance Learning Unit and the Pedagogical Team. This mandatory workshop includes hands-on activities, content on prompt engineering, ethical considerations, and the use of AI tools in teaching and assessment. Faculty members will be required to complete defined tasks and participate in guided activities to demonstrate competence and earn the certification.</p> <p>This structured certification will ensure that all faculty involved in online teaching possess the necessary pedagogical skills, ethical awareness, and digital fluency to deliver high-quality, inclusive, and future-oriented education. It will also support our long-term commitment to teaching excellence and innovation.</p>	
Promote more structured involvement of MSc students in ongoing departmental research initiatives, such as optional assistantships, co-authored conference presentations, or journal article collaborations.	Thank you for your insightful comment. The department has now established opportunities for research internships in the summer (duration: 4 weeks), during which the students will be able to work on research projects taking place within the Department. These, as well as the students’ work on their dissertations, will have the potential to lead to conference presentations or journal article collaborations.	Choose level of compliance:
Innovative practices are present, but currently depend on individual initiative rather than collective sharing. We recommend the organisation of annual internal teaching showcases or peer-led workshops where staff present and share their use of new technologies, assessment strategies, or student engagement practices, for example during the yearly retreat.	<p>We appreciate the EEC’s recommendation regarding the formalisation of opportunities for pedagogical exchange. However, we would like to respectfully clarify that innovative teaching practices at our institution are not solely based on individual initiative, but are actively supported and coordinated through structured institutional mechanisms led by the Distance Learning Unit (DLU) and the Pedagogical Team. Faculty are regularly engaged through a variety of organised activities, including:</p> <ul style="list-style-type: none"> • A dedicated Moodle-based training hub, featuring recorded sessions, practical guides, and interactive materials on digital pedagogy, 	Choose level of compliance:

	<p>assessment design, and learning technologies.</p> <ul style="list-style-type: none"> • Regular group training sessions and workshops, where faculty members have the opportunity to share assessment innovations, effective student engagement strategies, and discuss teaching-related concerns. These sessions are designed to promote collaborative thinking, peer learning, and continuous pedagogical development. • The “AI in Education” workshop series, a mandatory training initiative co-developed by the DLU and the Pedagogical Team, integrated into the institutional micro-credential programme launching in the 2025–2026 academic year. • Ongoing support via Moodle Learning Analytics and proactive pedagogical assistance offered by the DLU. <p>In addition, we would like to highlight that the DLU has already implemented hybrid pedagogical exchange meetings at the end of each semester, with participation from both internal and external faculty. These sessions are designed to ensure accessibility and engagement, offering a structured space for academic staff to present their experiences with digital tools, share student-centred teaching practices, reflect on challenges, and propose improvements. Importantly, these meetings are also informed by student feedback gathered through course evaluations, allowing us to close the feedback loop and continuously enhance the quality of our programmes.</p> <p>This recurring, inclusive practice ensures that pedagogical innovation is institutionally embedded, collectively nurtured, and directly responsive to both faculty collaboration and student needs, in full alignment with our commitment to quality assurance and teaching excellence as well as to ensure that we follow all the guidelines provided by CYQAA.</p>	
We suggest that careful consideration is required to ensure that workloads for the early career	We thank the committee for highlighting the importance of balanced workloads for early	Choose level of compliance:

<p>academics are balanced in a way to support the development of programmes of research which put in place adequate foundations for strong research career development. This will be needed to ensure the ambitious research-led emphasis on this programme (among the wider departmental education portfolio).</p>	<p>career academics, particularly in relation to fostering strong research careers and supporting the programme's research-led emphasis.</p> <p>We would like to emphasise that all faculty workloads are carefully managed to ensure that contractual obligations are consistently met, and individual teaching loads remain within agreed limits. Teaching and Research faculty are further supported through a range of measures, including the option to have their delivery of a specific course for the first time, count as 1.5 times toward their teaching load (up to one course per year), flexible scheduling that allows teaching to be concentrated in a single term according to individual preferences, and an annual research seed fund of €5,000—of which up to €3,000 may be used to hire a research assistant to support research activities.</p> <p>In addition, workload balance and research development plans are reviewed annually as part of the formal performance review process of the University of Limassol, ensuring alignment with both individual career goals and departmental priorities.</p>	
---	--	--

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
Expand the guidance and communication around recognition of prior learning, particularly for experienced practitioners applying to the programme or requesting credit for practicum-related competencies.	<p>In terms of recognition of prior learning, in Section B5 of our application it was stated that:</p> <p>Transfer of Credits</p> <p>Up to 25 ECTS credits (out of 150 required for graduation) from an accredited University may be transferred. The Programme Director and Admissions Committee will evaluate the transcript to determine the number of transferable credits. These grades will not count towards the student's grade point average or be recorded in the Department's records.</p> <p>Students can transfer up to a total of 30 ECTS credits towards an MSc programme provided they have achieved:</p> <p>a GPA 75% (B) a minimum of 75% (B) in each individual transferred course.</p> <p>Additionally, a student will be able to transfer credits internally within the University, if they have completed courses that are equivalent.</p> <p>In relation to students potentially requesting credit for practicum-related competencies, it had already been stated in the Practicum guide (p.13) that recognition for prior practicum/experience is not possible: 'ECTS credits cannot be granted for practicum hours completed as part of previous work or other prior experience the students may have had'. It is important that students complete their practicum on sites affiliated with the University of Limassol,</p>	Choose level of compliance:

	<p>under the supervision of supervisors that fulfil the criteria set in the Practicum guide, in order for the University of Limassol to be able to ensure all standards required during practicum are maintained and that the graduates will be able to successfully apply for licensure.</p> <p>All the above information has now been included in the MSc School Psychology program webpage.</p>	
Lack of electives decreases opportunities for specialization and can reduce the attractiveness of the programme.	<p>We agree with your comment here. As indicated in our SWOT analysis in our application, we appreciate the lack of electives as a weakness of our programme. However, this lack of electives is comparable to other MScs in School Psychology in Europe (e.g., other private university in Cyprus; University of Athens). The lack of electives is due to the nature of the programme which requires high levels of specialisation and many hours of practicum and leaves limited space for electives. In due time, and as the programme grows, we will consider the possibility of adding electives in the future development of the programme.</p>	Choose level of compliance:
Specify the exact entry requirements and whether or not the undergraduate degree held by the applicant will qualify them to work as a school psychologist upon completion of the MSc.	<p>The exact entry requirements are the below (in <i>Italics</i> you will find the updates following feedback from the EEC)</p> <ul style="list-style-type: none"> A Bachelor's degree in Psychology from an accredited programme (<i>or equivalent or corresponding</i>) with a 2:1 and above from UK Universities, or 3.3 and above from US Universities, or 7 and above or the equivalent from Cypriot and Greek Universities and 	Choose level of compliance:

	<p>colleges. However, candidates with a lower grade than the above might be admitted if they have compensatory strengths in terms of work experience or other accomplishments.</p> <ul style="list-style-type: none"> • The candidates should make the commitment to complete the Practicum requirements in person in Cyprus. • <i>The candidates need to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council prior to commencing their studies on this MSc.</i> • A personal interview might be required throughout the selection process. The interview and documents providing evidence of the above qualifications are used as the basis for evaluating candidates in case the admissions committee decides to do so. In cases where applicants have graduated from unfamiliar programmes or Universities, a GRE/GMAT examination score may be required. • Two reference letters are required with at least one from an instructor familiar with the educational background of the candidate. • Native speaker of English or graduate of a high school or University where the language of instruction is English, or IELTS with a score 6.5 or above, or TOEFL paper-based test 600, computer-based test 250, internet-based test 100. 	
--	--	--

	<p>Please note that we have added as an admission criterion the requirement to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council. Therefore, all students will have certainly registered before the start of the program. When a student has a registration number, this means that the undergraduate degree held by the applicant will qualify them to work as a school psychologist upon completion of the MSc.</p>	
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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>Practicum placements must provide explicit skill training and supervision aligned with the School/Educational Psychology specialty, including psychological assessments, behavioural and performance interventions in educational settings, and the application of psychological knowledge to promote best practices in schools. A minimum of 300 direct hours, must be completed in school settings, under the supervision of a Registered Educational Psychologist with relevant applied experience and as mentioned in earlier sections. Overall, at least 60% of the total practicum hours must be direct hours. The University is responsible for maintaining detailed records of each student's practicum, including direct and indirect hours and contextual characteristics, and must ensure equal opportunity access to placements while adhering to the agreed practicum criteria. It is suggested that the practicum sites' numerical availability to accommodate trainees, guides the University's yearly intake numbers.</p>	<p>We hope we have addressed all these points above, but we reiterate here in response to each element raised by the committee.</p> <p>Comment: Practicum placements must provide explicit skill training and supervision aligned with the School/Educational Psychology specialty Response: As you can see in the Practicum guide, Appendix C, "Practicum Evaluation Form" explicitly guides both the supervisor and trainee on the kinds of psychological acts a school psychologist trainee will follow in order to meet the criteria for the program. You can also see Chapter 5. Practicum Content for an explicit description of the roles and duties of the school psychologist trainee.</p> <p>Comment: A minimum of 300 direct hours, must be completed in school settings, under the supervision of a Registered Educational Psychologist with relevant applied experience and as mentioned in earlier sections. Overall, at least 60% of the total practicum hours must be direct hours. Response: Please see the detailed description of the practicum in chapter 5.2 Structure and timeline of the practicum of the Practicum Guide. Both direct and indirect hours are already presented in detail, and more than 60% are direct. We have also added in chapter "5.2. Structure and timeline of the practicum" the following: 'out of those 1000 hours, a minimum of 300 direct hours will be conducted within school settings and supervised by a Registered Educational/School Psychologist'.</p> <p>Comment: The University is responsible for maintaining detailed records of each student's practicum, including direct and indirect hours and contextual characteristics, and must ensure equal opportunity access to placements while adhering to the agreed practicum criteria.</p>	<p>Choose level of compliance:</p>

	<p>Response: Regarding a formal practicum hours tracking system for both direct and indirect hours please see Appendix A in “Practicum guide”. You can see the excel file that students will have to fill out naming tasks and duration for both direct and indirect hours (this should be signed by both the student and their clinical supervisor). Submission of this excel file is a requirement for successful completion of each level of practicum (see section 7. Trainee evaluation methods). As specified in section 6.3, this document should be submitted in an electronic Practicum folder on the University’s platform. The University is responsible for maintaining this detailed record. The University also ensures equal opportunity access to placements while adhering to the practicum criteria, as specified in section 5.3 of the Practicum guide.</p> <p>Please see in the folder ‘Practicum’ the Practicum Guide.</p> <p>Comment: It is suggested that the practicum sites’ numerical availability to accommodate trainees, guides the University’s yearly intake numbers.</p> <p>Response: Thank you for your comment here. Indeed, in our application we had explicitly stated that the University’s yearly intake will be linked to practicum sites’ numerical availability to accommodate trainees. In Section 15, ‘Proposed number of students’ it was described that: ‘The program is expected to enroll approximately 20 students each year. The number is reasonable, considering the current demand for School Psychology programmes. The exact number will depend on the number of available places for the completion of the Practicum, as determined by the number of signed binding agreements. The number is appropriate and allows for high-quality collaboration with the current schools and structures for the Practicum modules.’</p>	
Although a digital library compensates well, the physical	The University of Limassol Library consistently enriches its physical collections each academic	Choose level of compliance:

<p>library's resources are currently modest. We encourage the School to continue investing in expanding physical holdings relevant to psychology and school-based practice for students who may prefer or benefit from hybrid learning access. Access to Scopus and the interconnected library system in Cyprus is very important for a research-oriented 150 ECTS master program.</p>	<p>year, in alignment with the specific needs of each academic program. In addition, we proceed with new electronic resource subscriptions whenever emerging needs are identified. Currently, the library provides access to a wide range of academic databases, including EBSCOhost, ProQuest Central, APA PsycINFO, IEEE Xplore, Taylor & Francis, SAGE, HeinOnline, and LexisNexis. We are also awaiting the official offer from the Cyprus Library Consortium regarding Scopus, Web of Science, and Embase, in order to proceed with new collaborations. Our library is an active member of the Cyprus Library Consortium and maintains an interlibrary loan agreement with all universities in Cyprus (University of Cyprus, Cyprus University of Technology, European University Cyprus, University of Nicosia, Frederick University, and Neapolis University Pafos). Under this agreement, students from all participating institutions can visit other libraries and borrow materials directly.</p>	
<p>Consider hiring an additional wellness advisor and implementing peer-support systems to supplement well-being services, particularly for students managing professional and academic demands. The EEC was told that student advisors support the wellness advisor but this is a most specialised service and new experts would enhance such important tasks, including medical referrals.</p>	<p>The University has recently appointed a new Student Welfare Officer, Despo Yenethli (Registered School Psychologist), who together with Nina Evripidou (Registered Counselling Psychologist) supports the University's wellness provision. In terms of peer-support systems, the University already offers a range of initiatives. For our older students, the Student Welfare Office runs parenting support groups, while our younger students benefit from various workshops and themed discussions delivered throughout the year. Regarding medical referrals, the Student Welfare office collaborates closely with local healthcare providers to ensure students receive appropriate and timely support. For instance, the Student Welfare Office refers students to local providers for advanced assessments such as WISC and WAIS testing, which are offered to the students for free. While ADHD and other standard assessments are conducted internally (by the student welfare officers), the Student Welfare Office works closely with these partners for more specialised needs.</p>	<p>Choose level of compliance:</p>
<p>Explore partnerships to formally integrate Erasmus+ mobility into</p>	<p>We are very keen to start exploring partnerships for Erasmus+ mobility. At the moment, and in</p>	<p>Choose level of compliance:</p>

<p>practicum modules, expanding students' professional exposure and intercultural competence. For an online program only with local students, this could be an added value and incentive for interested people to enrol in the program.</p>	<p>order to ensure that licensure requirements are fulfilled, we will work with the partnerships that have already been submitted to the CYQAA. This will also enable us to ensure that clinical supervision is provided by psychologists accredited by the Cyprus' Registration Council for Psychologists. We will review this as the program grows, based on the cohort's needs, background and information on where they would be more easily mobile, and we will update the CYQAA if any further agreements are established.</p>	
<p>Although support services are available, access is spread across handbooks and various platforms.</p>	<p>We acknowledge the EEC's observation regarding the dispersion of access to student support services across different platforms. In response, we would like to clarify that the University has already centralised this information through the Student Help Centre (SHC), which is fully integrated within the Moodle platform. The SHC serves as a one-stop, easily accessible hub, providing comprehensive information and direct links to all key support services, including:</p> <ul style="list-style-type: none"> • Counselling and wellbeing resources • Career and employability support • Academic writing guidance • Online library services • IT helpdesk and technical support • University rules, regulations, and administrative contacts <p>The Student Help Centre is updated regularly and promoted during student induction, ensuring that all students—regardless of mode of study—can quickly locate the assistance they need. This centralised resource reduces fragmentation, promotes student independence, and ensures timely support throughout their academic journey.</p> <p>In parallel, the Distance Learning Unit maintains weekly monitoring of student engagement, and proactively contacts students who show signs of disengagement—ensuring that support is not only accessible but actively offered when needed.</p>	<p>Choose level of compliance:</p>
<p>The EEC recommends the development of an online “student café” (or alternative initiative) to improve sense of belonging, social interaction and the development of societies among distance learning students.</p>	<p>We note the EEC's recommendation regarding the development of an online “Student Café” or similar initiative to enhance social interaction and a sense of community among distance learning students. We agree that creating additional opportunities for informal engagement can contribute positively to the student experience in an online environment.</p>	

	<p>Currently, distance learning students interact through dedicated discussion forums within each course, which support academic collaboration and dialogue. Beyond this, the Student Welfare Office and the Distance Learning Unit actively support engagement by organising webinars, online speeches, and guest lectures featuring industry professionals and academic experts from other institutions, aligned with course content and current research trends.</p> <p>To further strengthen informal peer-to-peer interaction, we are in the process of developing a virtual “Student Café” within Moodle. This will serve as a moderated, informal space where students can connect socially, exchange ideas, and explore the formation of student-led groups or societies (Recent webinar: Ηγεσία και Βελτίωση του Σχολείου=Edupreneurial Leadership). The launch is scheduled for Fall 2025, following internal planning and consultation with the Student Union and Student Welfare Office. Complementing this initiative, we are also planning a series of more online events aimed at promoting community, well-being, and student engagement. These include a virtual welcome social, online game night, and cultural celebration sessions to foster informal connections. To support academic collaboration and peer engagement, events such as peer support circles and a study buddy match-up are being developed. Additionally, to promote student well-being, we will offer mindfulness sessions and a digital detox challenge, alongside lighter academic-focused activities like “Ask Me Anything” sessions with alumni and virtual study rooms using the Pomodoro method.</p>	
--	---	--

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Deepen the use of learning analytics and structured feedback loops to track student progression, engagement, and workload alignment with ECTS credits, thereby reinforcing the programme's transparency and continuous improvement ethos.	We hope that we have sufficiently addressed these comments in our responses above. However, we would like to reiterate that Moodle Learning Analytics is already active and effectively utilised at our university. A detailed instructor guide has been developed and disseminated to all teaching staff, enabling them to monitor student participation, track engagement with course content and activities, and identify learners who may require additional support. In collaboration with the Distance Learning Unit, all teaching staff will continue developing their expertise in implementing these tools.	Choose level of compliance:
Formalize opportunities for student participation in faculty-led research, which would not only enhance scholarly engagement but also strengthen the integration of research and teaching.	Thank you for your insightful comment. The department has established opportunities for internships in the summer, during which students will be able to work on research projects taking place within the Department for a period of four weeks.	Choose level of compliance:
Enhance support services, particularly in the area of wellness advising, reviewing student-to-staff ratios to ensure that learners receive timely and individualized care.	As described above, the University has recently appointed a new Student Welfare Officer, Despo Yenethli (Registered School Psychologist), who together with Nina Evripidou (Registered Counselling Psychologist) supports the University's wellness provision. In terms of peer-support systems, the University already offers a range of initiatives. For our mature students, the Student Welfare Office runs parenting support groups, while our younger students benefit from various workshops and themed discussions delivered throughout the year. Regarding medical referrals, the Student Welfare office collaborates closely with local healthcare providers to ensure students receive appropriate and timely support. For instance, the Student Welfare Office refers students to local providers for advanced assessments such as WISC and WAIS testing, which are offered to the students for free. While ADHD and other standard assessments are conducted internally (by the student welfare officers), the Student	Choose level of compliance:

	Welfare Office works closely with these partners for more specialised needs.	
Strengthen public communication and visibility of academic and administrative procedures, including recognition of prior learning, student mobility pathways, and graduate outcomes. A centralized student-facing portal could further consolidate access to academic and support services.	<p>We greatly appreciated the committee's comments on these matters.</p> <p>To address these, we have now launched the webpage for the MSc in School Psychology which includes information on the academic elements of the program, admission criteria, administrative procedures, information about recognition of prior learning, student pathways and graduate outcomes.</p> <p>Specifically in terms of graduate outcomes, we aim to update these as soon as we have the graduation of the Department's first cohort of students. As explained above, a system for collecting data from alumni, including employment data, has already been established. This is the UoL Alumni Community (https://www.uol.ac.cy/en/uol-alumni-community/)</p> <p>Regarding the committee's suggestion for a centralized student-facing portal, we would like to clarify that the University already has a centralised student portal. All information is centralised through the Student Help Centre (SHC), which is fully integrated within the Moodle platform, which students access for academic matters too.</p> <p>The SHC serves as a one-stop, easily accessible hub, providing comprehensive information and direct links to all key support services, including:</p> <ul style="list-style-type: none"> • Counselling and wellbeing resources • Career and employability support • Academic writing guidance • Online library services • IT helpdesk and technical support • University rules, regulations, and administrative contacts 	Choose level of compliance:
Implement mechanisms to assess the long-term impact of the programme, including graduate employability and satisfaction, to support strategic development and accreditation renewal.	We appreciate the committee's recommendation and acknowledge the importance of transparency regarding student outcomes. In response, we are committed to enhancing public reporting on key programme-level metrics. To this end, as soon as our first	Choose level of compliance:

	cohort of students graduates (Spring 2026), we will start developing and publishing annual summaries of graduation rates and graduate employment outcomes for each study programme. Data will be made available on the University's website in a dedicated transparency section.	
Despite clear and unambiguous support from management, the high teaching load associated with developing programmes, constrains the ability of faculty to be involved in research projects. We recommend that senior leadership in the university takes careful consideration of the composition of the faculty in order to ensure ongoing success of this programme (amongst the wider educational portfolio) and appropriate development of the highly motivated staff team.	<p>We would like to emphasise that all faculty workloads are carefully managed to ensure that contractual obligations are consistently met, and individual teaching loads remain within agreed limits. Teaching and Research faculty are further supported through a range of measures, including the option to have their delivery of a specific course for the first time, count as 1.5 times toward their teaching load (up to one course per year), flexible scheduling that allows teaching to be concentrated in a single term according to individual preferences, and an annual research seed fund of €5,000—of which up to €3,000 may be used to hire a research assistant to support research activities.</p> <p>In addition, workload balance and research development plans are reviewed annually as part of the formal performance review process of the University of Limassol, ensuring alignment with both individual career goals and departmental priorities.</p>	

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Theodore Panayotou	Rector	
Prof. Doron Sonsino	Dean of the School of Social Sciences and Humanities	
Dr Kyriaki Mikellidou	Head of the Department of Psychology	
Dr Antonia Zachariou	Program Director of the MSc in School Psychology	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 19.05.2025

