Doc. 300.1.1/2

Date: 11/4/2022

External Evaluation Report
(E-learning programme of study)

- **Higher Education Institution: Neapolis University Pafos**

- **Town: Pafos**

- **School/Faculty (if applicable): School of Health Sciences**

- **Department/ Sector: Psychology**

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

  In Greek:

Μάστερ στην Εκπαιδευτική Ψυχολογία (Εξ Αποστάσεως)
  In English:

   MSc Educational Psychology, Distance Learning

- **Language(s) of instruction: Greek**

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction
This part includes basic information regarding the onsite visit.

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The site visit took place on 30/3/2022 and 31/3/2022 and was preceded by a briefing by the CYQAA officer. Due to the COVID-19 pandemic, the visit was run remotely.The part of the visit related to MSc Educational Psychology (Distance Learning) took place on 31/3/2022 and followed this schedule.

Thursday 31 March 2022

10:00 – 11:10

Programmes: 3 and 4

Master in Educational Psychology (1,5 years, 90 ECTS, MSc)
Master in Educational Psychology (1,5 years, 90 ECTS, MSc, E learning)

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)

11:10 – 11:40

- A meeting with the coordinator and members responsible for the <u>Distance learning unit</u> (QA session)
    - Distance learning philosophy and methodology
    - Distance learning material at the appropriate level according to EQF
    - Interaction plan and Interactive weekly activities
    - *Study guides*

11:40 – 12:00

- A meeting with members of the administrative staff.

12:00 – 13:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).

  o Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.
  o Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
  o Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.
  o Discussion on assessment criteria, samples of final exams or other teaching material and resources.

14:00 – 14:40

- A meeting with students and graduates only (5 – 15 participants).

14:40 – 15:20

- Live Streaming of Course PSYC407 Psychology of Sexuality in the Greek language
- Recorded Streaming of Distance Learning Course PSYC501 in the Greek Language

15:20 – 16:00

- *A meeting with the Head of the relevant department and the programme's Coordinators - exit discussion*

The EEC studied the following materials:

- Document: 200.1 – Application for Evaluation-Accreditation of Program of Study: Master of Science in Educational Psychology – Distance Learning
- powerpoint presentations of all sessions
- short movies on the different labs
- student handbook
- quality management unit handbook
- staff cv's
- study guides

B. External Evaluation Committee (EEC)

Name	Position	University
Patricia BIJTTEBIER	academic member + chair	KU Leuven
Teresa GUASCH PASCUAL	academic member	Universitat Oberta de Catalunya
Stephanos VASSILOPOULOS	academic member	University of Patras
Chloe YIANNAKOU CONSTANTINIDES	psychologist	Council of Registration of Psychologists
Maria CHRISTOFOROU	student	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) sub-areas
    (b) standards which are relevant to the European Standards and Guidelines (ESG)
    (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

Sub-areas

    1.1 Policy for quality assurance
    1.2 Design, approval, on-going monitoring and review
    1.3 Public information
    1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area
- is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date
- is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme
- is reviewed and revised regularly involving students and other stakeholders

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Adequate quality assurance procedures are in place, based on the use of different tools: evaluation of each program every 3 to 5 years using the PROSE methodology, student evaluations through MOODLE and performance evaluations of teaching staff as well as administrative staff.

The *MSc in Educational Psychology (Distance Learning)* is a 90 ECTS program, with a duration of 1.5 year (3 academic semesters). It comprises 75 ECTS compulsory courses and 15 ECTS master thesis (which is optional and can be replaced by two more courses). The program does not include any practical training/placement. The language of instruction is Greek.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
At the end of each term, students evaluate each course they followed; given that recently this has been made obligatory, this yields feedback from the entire student population.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Based on the course descriptions, there seems to be a strong emphasis on theories (rather than empirical evidence).

- Currently, the master's thesis is optional; students can have it replaced by two additional courses. The EEC recommends reconsidering this issue and move the dissertation to the compulsory part of the program. Moving the thesis to the compulsory part of the program will increase the program's compliance to international standards. Also, it is in line with the objective to mainly try to improve the academic level of the students (most of whom are educators in practice). The EEC is well aware of the fact that having the thesis as a compulsory course may further increase the workload of the teaching staff. The EEC suggests reconsidering some of the currently time-consuming assessment practices (e.g. huge investment in final exams and grading assignments during the semester) in order to free up time for the supervision of the master theses. Other ways to keep work load within limits might be to allow students to collaborate in small groups for at least part of the work (e.g., data collection and analysis) and design fewer activities or weekly exercises per course, substituting them for more complex and two-week activities. Given the clinical focus of the program, the master thesis should not necessarily be a piece of fundamental scientific research resulting in a publication in an international scientific journal. Alternatives may be to engage students in applied research (e.g. designing and/or evaluating an intervention) and target more practice-oriented publication outlets. It would be good to have a practical exercise to see in practice what they do in theory , using their experience from their students in schools.
- The course content of PSYC608 (School Counseling) seems to be too broad and generic and it might be good to narrow it a bit and make it more specific (e.g., focusing on the design and implementation of preventive programs in schools).

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

> ### Sub-areas
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**
> **2.4 Study guides structure, content and interactive activities**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of e-learning delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the e-learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

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2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the e-learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
  - *Clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

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You may also consider the following questions:

- *Is the nature of the programme compatible with e-learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The methodology used has a large variety of formative activities along the courses, however too many weekly activities (i.e. based on short self-assessment) instead of project-based activities focused on problem-solving (which demand more time).

The evaluation model primarily focuses on the final exam (in some courses the model is 40% of formative activities vs. 60% final exam, i.e. Language Development and Literacy; Cognitive, Emotional and Social Development; Research Methods and Statistics, or 50%+50% i.e. Multicultural Dimensions of Behavior).

In some courses, the participation in the final exams does not require the successful completion of either the activities or the assignment.

The study guides are the same in both programs (conventional and distance learning).

Digital skills training is offered to help students in the studying process.

As the vast majority of students who enroll in the program are active educators, the program does not include any type of practical training.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- Overall, student feedback on teaching is very positive (mean score of 4.5 out of 5 on the student evaluations)
- Students describe professors as very approachable and supportive.
- There is a large variety of formative activities along the courses.
- For each course, assessment is mapped onto the intended learning outcomes.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- There is a high load on final exams as a major part of the assessment procedure. In order to promote a more competency-based assessment, the EEC strongly recommends providing an array of different forms of assessment which address and permit students to develop assessment literacy and enhance their overall graduate competencies.

- The high value of the final exam focuses the student to memorize the information for the exam. If a robust continuous assessment is designed to guide the student to solve complex problems during the course (i.e. project based), with significant weighting, the EEC strongly recommends decreasing the weight of the final exam (i.e. 30%), to orient the student to the learning process.

- It is recommended that in all courses, the students complete the formative activities to do the exam.
- It is suggested to review the type of the formative assessment activities designed along the course and reduce the weekly activities for problem based activities (less quantity but with deeper demand to the students).

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable

2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

   3.1 Teaching staff recruitment and development
   3.2 Teaching staff number and status
   3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *Is the teaching staff qualified to teach in the e-learning programme of study?*
- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*

> - *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
> - *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
> - *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

During the last couple of years, the department has been struggling to recruit and maintain teaching staff. The current team is quite small and junior and teaching load is high (most staff teaching the maximum of 8 courses per year). As a consequence of high teaching and administrative load, available research time is very limited.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- A staff development plan is in place
- A large majority of the courses is taught by permanent staff; no more than 25% of the courses are allocated to associate teaching staff.
- In spite of the high workload, teaching staff describes the work environment as very positive; there is a strong team spirit and staff members are very supportive towards each other
- Most staff members teach in their (broad) domains of research interest/expertise.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Over the last couple of years, there has been a considerable staff turnover; it appears to be difficult to keep staff on board for a longer time, possibly in part due to the fact that Pafos is located in a remote corner of Cyprus; also, the fact that all programs are taught in Greek limits the market for recruitment; as a consequence of the large turnover, current staff consists of mainly junior faculty (8 out of 10 staff members are lecturers)
- Teaching and administrative load are very high, as a consequence of which there is very little time for research; during the visit it became clear that all current staff is already at maximum teaching load; moreover, given the fact that the university and its programs have been established quite recently, programs and courses are still in development; according to the documentation, staff can devote only 1% to 5% of their time to research activities.
- Although staff members teach in their domains of expertise, teaching assignments have a very broad scope; several staff members teach in multiple subdisciplines of psychology (e.g. developmental + cognitive + ...); as it is almost impossible to keep track of recent insights in so many domains, this may compromise the extent to which teaching is research-based.

Please select what is appropriate for each of the following sub-areas:

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially compliant

4. **Student admission, progression, recognition and certification** *(ESG 1.4)*

Sub-areas

    4.1 Student admission, processes and criteria
    4.2 Student progression
    4.3 Student recognition
    4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*

- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*
- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of e-learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

> - *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
> - *How is student mobility being supported?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The study guides are the same in both programs (conventional and distance learning).
Teaching is based on distance learning and takes place asynchronously in an online environment + 6 teleconferences per course.
All courses include a section on "Necessary reading" that points: *"it is important to read as many of the books and article included in the Course's bibliography as possible. By doing so, you will get all the basic and necessary knowledge related to the Course. In many cases, you may also read a synopsis of the lectures in PowerPoint format. These PowerPoint presentations are uploaded in the electronic platform"*.

The Library of Neapolis University has a rich collection of electronic and printed books and allows access to a plethora of international scientific journals and data bases that cover the needs of the students. The library staff consists of 4 professional librarians, who are trained and aware of the latest developments in the field. There are collaborations with libraries worldwide in order to ensure that distance learning students can access the materials they need.

Neapolis University Pafos established the Center for Special Educational Needs and Disabilities (CE.S.E.N.D.) in order to create and foster an accessible community where students with disabilities have an equal opportunity to participate fully in all aspects of the educational environment. It assists students in meeting individual needs and interests on campus, and provides awareness of the needs of students with disabilities to the campus community. Students with special educational needs and disabilities can be entitled to facilities related to lecturing (e.g., usage of a tape recorder) and/or evaluation (e.g., extension of time by 20%).

The Counseling Center for Research and Psychological Services (SKEPSI) provides free, confidential counselling services to all university students as well as to the wider community of Pafos and Cyprus. Students who are enrolled in a distance learning program have the same access to SKEPSI as any other student.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

There is high follow-up of students.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It is recommended that the course orientates and guides the students for the readings instead of just encouraging them to read as much as they can. If the activities are designed based on problems/projects, this will demand the student to read the bibliography suggested.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Overall, the evaluation process was very well prepared by the department. The documentation provided was clear and up to date and contained most of the required information. During the visit, presentations are clear and concise, leaving enough time for questions and exchange of thoughts. The discussions took place in a constructive atmosphere and staff were very open to suggestions.

Looking at course descriptions, the content of most courses seems to put much emphasis on theories as compared to empirical evidence. Also, the EEC recommends moving the master's thesis to the compulsory part of the program, as this is deemed indispensable to meet international standards.

We have identified both strengths and areas of improvement. We will not reiterate all our comments but highlight just a few of the most important ones.

First, teaching staff is highly motivated and shows clear ownership over the program and the courses. However, the team is quite junior and there is a need to recruit additional staff members. Currently, teaching load and administrative load are very high, leaving almost no time for research. The EEC strongly recommends to give priority to the enhance opportunities for research and career development, which will also strengthen the teaching-research nexus.

Second, the EEC feels that student assessment too heavily relies on final exams. The EEC recommends a stronger focus on formative assessment and less emphasis on the final exams.

E. Signatures of the EEC

Name	Signature
Patricia BIJTTEBIER	*PBijttebier*
Teresa GUASCH PASCUAL	*Teresa Guasch*
Stephanos VASSILOPOULOS	
Chloe YIANNAKOU CONSTANTINIDES	
Maria CHRISTOFOROU	*Maria Christoforou*
Click to enter Name	

Date: 11/4/2022