Doc. 300.1.1/2

Date: 2 July 2024

External Evaluation Report
(E-learning programme of study)

- **Higher Education Institution: Frederick University**

- **Town: Limassol**

- **School/Faculty (if applicable): Education and Social Sciences**

- **Department/ Sector: Psychology and Social Sciences**

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

  In Greek:

  Σχολική Ψυχολογία (3/4 ακαδημαϊκά εξάμηνα,

  90/110 ECTS, Μάστερ (MSc), Εξ αποστάσεως)

  In English:

  School Psychology

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

- **Programme's status: New**

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The accreditation committee for the School Psychology Master's program at Frederick University convened for a briefing meeting on June 19th, followed by an on-site visit on July 1st. During these sessions, the committee reviewed the program's alignment with institutional strategies and ESG standards, examining the quality of e-learning methodologies, practical training, and assessment frameworks. Discussions with faculty and students provided insights into the effectiveness of teaching staff recruitment, student support services, and the transparency of student admission, progression, and certification processes. Recommendations were made to clarify certification requirements to further enhance the program's overall quality and transparency.

The schedule for July 1st was as follows:

Note: empty time slots were used for refreshments and lunch.

09:10 – 09:35

- *A meeting with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs*

09:35 – 09:55

- *A meeting with the members of the Internal Quality Assurance Committee (Q&A Session)*
- *Brief presentation on QA session procedures*

09:55 – 10:30

- *A meeting with the Head(s) of the relevant department and the Coordinator(s) of the programme for*

10:45 – 11:55

- *A meeting with the Head(s) of the relevant department and the Coordination Committee of the programme.*

11:55 – 12:40

- *A meeting with the Head(s)/Coordinator(s) and members responsible for the E-Learning unit for a brief presentation and a Q&A Session.*

13:40 – 14:40

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

14:40 – 15:25

- *A meeting with ONLY External Stakeholders.*

15:25 – 16:05

- *A meeting with ONLY students and graduates (5 – 15 participants) for each course.*

16:05 – 16:25

- *Lesson Observation*

16:40 – 17:10

- *A meeting exclusively with members from the Administrative Staff (QA session)*

17:10 – 17:40

- *A visit to the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities) and discussion of the main issues with IT Manager, Course Leader and Director of Academic Quality and Compliance.*

17:55 – 18:25

- *Exit Discussion with the Heads of the relevant department, the coordinators of the programme and the Directors of Academic Quality and Compliance (questions, clarifications).*

B. External Evaluation Committee (EEC)

Name	Position	University
Fred Paas	Professor	Erasmus University Rotterdam, Netherlands
George Georgiou	Professor	University of Alberta, Canada
Emmanuel Acquah	Associate Professor	Åbo Akademi University, Finland
Anna Mavroudi	Associate Professor	University of Oslo, Norway
Anthoulla Papageorgiou	School Psychologist	University
Angeliki Makri	PhD Student	University of Cyprus

- *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.

Policy for quality assurance

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Frederick University has a formal policy for quality assurance akin to policies of many other international universities. The policy supports a structured system through appropriate regulations and processes, facilitating the involvement of teaching staff, administrative staff, and students in quality assurance activities. Measures are in place to uphold academic integrity and guard against fraud and discrimination.

Design, approval, on-going monitoring and review

The School Psychology programme is designed to align with Frederick University's strategic objectives and includes explicit learning outcomes. The programme defines the student workload in ECTS and allows for smooth progression from course work to a thesis or a practicum component.

Public information

Information on selection criteria, learning outcomes, and assessment procedures is detailed and accessible.

Information management

Frederick University has a comprehensive system of collecting, monitoring, and analyzing relevant data for effective management of the programme. Key performance indicators, student demographics, progression rates, and satisfaction levels are tracked and included in reports prepared by the department chair and the dean.

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

Policy for quality assurance

- Comprehensive quality assurance policy that is both formal and publicly accessible.
- Staff and students are involved in developing and implementing quality assurance.
- Strong measures to ensure academic integrity and prevent fraud and discrimination

Design, approval, on-going monitoring and review

- Alignment with institutional strategy and comprehensive intended learning outcomes.
- The courses clearly define the expected student workload in ECTS.
- Exams and assignments correspond to the level of the programme and number of ECTS

Public information

- Comprehensive and accessible public information about the programme.
- Transparency in selection criteria and assessment procedures.

Information management

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- Comprehensive data collection and analysis mechanisms.
- Active involvement of staff in information management processes.

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.

Policy for quality assurance

- More frequent training sessions for staff and students on quality assurance processes could enhance understanding and involvement.
- According to European standards, external stakeholders should be involved in quality assurance. Although this happens at the university board level, it does not happen at lower bodies of quality assurance implementation.
- An ethics board for thesis route students should be put in place to ensure that their applications for research are meeting ethics standards. An ethics component should also be added in the research methods course

Design, approval, on-going monitoring and review

- The qualification awarded needs to be clearly specified and communicated. As is, the program does not allow students to become certified school psychologists but this information cannot be found in the application package.
- The programme does not meet minimum requirements for a school psychology programme. If you decide to keep the name "School Psychology" you need to increase the minimum requirement to 120 ECTS including a minimum of 1000 hours of practical training of which 500 hours have to be an integral part of the study programme. An alternative would be to give a different name to the programme (e.g., Psychological Studies in Education; Psychology of Teaching and Learning). Note that if you choose to change the name of the programme it cannot be called Educational Psychology, because that would require changes in the programme.
- In its current form, the programme cannot be offered in both Greek and English. EEC feels not enough information has been provided to evaluate a programme that might be delivered in English. The content of the provided course outlines is geared towards Greek students. New course outlines would need to be submitted for the programme to be suitable for English-speaking students.
- The programme is biased towards the social aspect of school psychology. Other important components of school psychology are missing (e.g., ethical and professional issues in psychological practice, cognitive neuroscience). The programme would also benefit from a course or courses on statistics since some students may choose to do a thesis.
- Even though this is a new program, the bibliography in several courses is outdated and focuses mostly on work published in Greek. EEC recommends that more recent and international literature is incorporated into the course outlines. Instructors should also update the course on Research Methods from APA 6th to 7th edition and use APA 7 style to list required or recommended bibliography in other courses.

- The programme does not benefit much from external expertise. Increase the number of external collaborators (e.g., visiting professors) to offer a wider selection of courses that will cover a broader range of topics.
- Neither students nor external stakeholders were involved in the process of the programme design. A formal consultation process with these bodies should be put in place.
- Introduce more structured feedback mechanisms for continuous improvement.

Public information

- Clearly articulate and communicate information on qualifications awarded after the completion of the programme (see also point 1.2 above).
- Although public information about the programme is comprehensive and accessible, the visibility and accessibility of graduate employment information and learning opportunities could be enhanced.
- Enhance the visibility and accessibility of graduate employment information and learning opportunities.
- Regularly update the information to reflect the latest data and developments.

Information management

- Improve the frequency and comprehensiveness of data reporting to stakeholders.
- Implement more robust feedback loops to ensure data-driven decision-making.
- Include information on the career path of graduates.

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	Non-Compliant
1.3	Public information	Partially 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

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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.*

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.*

> *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.

Process of teaching and learning and student-centred teaching methodology

Frederick University utilizes an e-learning methodology suitable for the School Psychology (MSc) program. Scheduled teleconferences and other interactive sessions are in place to enhance student engagement. The university has developed plans to monitor and assess interactions among students, faculty, and learning materials. Training and support are provided to ensure effective interaction and e-learning. The teaching and learning process is designed to support individual and social development and employs flexible, student-centered methods that promote autonomy while providing necessary guidance. Modern educational technologies are used, and

mutual respect is promoted within the learner-teacher relationship. Procedures for handling student complaints are established.

Practical training

The School Psychology (MSc) program effectively integrates practical and theoretical components. The program offers the opportunity for practical training, which is optional. Students willing to have practicum, are enrolled in Practical Placement I and Practical Placement II during the 4th semester of studies, with additional 20 ECTS (total of 110).

Student assessment

Frederick University has a well-defined assessment framework tailored to the e-learning methodology. The assessment criteria are transparent and published in advance, ensuring fairness and consistency. Assessments are designed to support student development and demonstrate the achievement of learning outcomes. Feedback mechanisms are in place, and formal procedures for appeals are established. Assessors are well-supported and trained in various assessment methods.

Study guides structure, content and interactive activities

The School Psychology (MSc) program includes comprehensive study guides for each course, fully aligned with e-learning philosophy. These guides clearly define objectives and learning outcomes, and present material in various formats. They include a weekly schedule of activities, instructions for engagement, self-assessment tools, and bibliographic references. Assignments are well-defined with supporting materials provided.

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

Process of teaching and learning and student-centred teaching methodology

- Effective use of e-learning methodologies tailored to the program's needs.
- Well-structured plans for interaction and engagement.
- Strong support system for student interaction and e-learning specifics.
- Flexible teaching methods that encourage student autonomy.
- Modern and regularly updated teaching tools and materials.
- Respectful and supportive learner-teacher relationships.

Practical training

- Strong integration of practical and theoretical learning.

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- The university has created strong bonds with various stakeholders and contexts, where students can have a practicum.

Student assessment

- Transparent and well-defined assessment framework.
- Fair and consistent application of assessment criteria.
- Strong feedback mechanisms supporting student development.
- Comprehensive training and support for assessors.

Study guides structure, content and interactive activities

- Detailed and well-structured study guides.
- Diverse presentation of course materials and interactive activities.
- Clear instructions for engagement and self-assessment.
- Comprehensive bibliographic references and additional study materials.

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.

Process of teaching and learning and student-centred teaching methodology

- The distance education pedagogical framework is built upon a collection of theoretical frameworks, each of which is individually relevant. However, it is unclear if this combination of theories results in the most effective educational approach. Notably, some critical theories, such as the Cognitive Theory of Multimedia Learning, Theory of Transactional Distance are missing. Given the rapid advancements in online and distance education, it is crucial that this framework undergoes regular testing for effectiveness and continuous updates to incorporate the latest developments and research in the field.
- The training materials need to be regularly updated to reflect the latest advancements in e-learning technologies.
- Increase student involvement in the creation and evaluation of e-learning processes to foster a greater sense of ownership and engagement.

Practical training

- The University should encourage the students to have a practical placement, to ensure a strong link between theory and practice.
- In order for the content of practical training to meet the needs of the stakeholders, it is strongly recommended that stakeholders participate actively in the design of the program and the learning outcomes. They should also have a clear understanding of the qualifications of trainees and graduates.

Student assessment

N/A

Study guides structure, content and interactive activities
- Regularly update study guides to incorporate the latest research and pedagogical advancements.

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	Compliant
2.3	Student assessment	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.

Teaching staff recruitment and development

Frederick University has teaching staff that is adequately qualified to achieve the school psychology program's objectives and learning outcomes. Recruitment and development processes are fair, transparent, and clearly defined. Staff members regularly engage in professional development and training, particularly in e-learning methodologies but also in more general topics such as sexual harassment and mental health. The institution encourages innovation in teaching methods and the use of new technologies, providing the necessary support and guidance. Promotion criteria consider research activity and the development of teaching skills.

Teaching staff number and status

The number of teaching staff at Frederick University is sufficient to support the School Psychology (MSc) program. The status and rank of the teaching staff are appropriate for delivering a high-quality program. They all hold a PhD in relevant disciplines mainly from universities abroad but also from Cyprus. The ratio of visiting staff to permanent staff is well-balanced, ensuring that the core faculty maintains continuity and stability while benefiting from the expertise of visiting lecturers.

Synergies of teaching and research

Frederick University promotes synergies between teaching and research, encouraging staff to engage in scholarly activities that enhance the educational experience. The teaching staff actively collaborates with internal and external partners, including practitioners, employers, and other HEIs. Publications by the teaching staff are relevant to their disciplines and closely related to the program's courses. The balance between teaching and research activities is well-managed, ensuring that neither area is neglected.

Strengths

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

Teaching staff recruitment and development

- Qualified teaching staff with clear recruitment and promotion processes.
- Regular engagement in professional development and e-learning training.

- Encouragement of innovative teaching methods and the use of modern technologies.
- Comprehensive support and guidance for teaching staff.
- Inclusion of recognised visiting teaching staff enhances the program.

Teaching staff number and status

- Adequate number of teaching staff to support the program.
- Appropriate status and rank of teaching staff.
- Balanced ratio of permanent to visiting staff.

Synergies of teaching and research

- Strong emphasis on integrating teaching and research.
- Active collaboration with a wide range of partners.
- Relevant discipline-specific publications by teaching staff.
- Well-balanced allocation of teaching and research responsibilities.

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.

Teaching staff recruitment and development

- Consider course evaluations in promotions.
- Hire diverse staff expertise, e.g., hiring an educational psychologist, cognitive psychologist, dyscalculia expert and educational neuroscience would be useful.
- Teaching and research staff should increase their networks outside of Greece to the broader Europe and outside of the Eurozone.
- Increase the frequency of professional development opportunities focused on emerging educational technologies.
- Enhance the promotion criteria to include more detailed metrics for teaching innovation and effectiveness.
- The staff should engage with international and European associations for School Psychologists (e.g. ISPA, EFPA etc.). This will keep them informed and up to date on sound psychological principles within the context of education globally.

Teaching staff number and status

- In order to ensure sustainability, we recommend that Frederick University hire more certified school psychologists in the teaching and research staff. The current situation with only one staff member who is a certified school psychologist can be risky. Should student enrolment increase, or should this staff become incapable of carrying out their duties due to extenuating factors, teaching and learning would be temporally disrupted. It could also lead to work overload.

- Continuously monitor and adjust the number of teaching staff to respond to changes in student enrolment and program needs.
- Enhance support for part-time staff to ensure they are well-integrated into the program and receive adequate development opportunities.

Synergies of teaching and research

- Involve MA students in research activities at the faculty/department. This would foster their academic growth and boost research activities at the faculty.
- Teaching staff should be encouraged to use recent and relevant scientific literature in their courses.
- Foster more interdisciplinary research collaborations to broaden the impact and scope of research activities.
- Increase discipline-specific publications in high-impact journals and presentations at international conferences.
- The faculty should strategically expand their networks beyond Greece to the larger Europe and outside Europe. This will have a rippling effect on staff who in turn have to expand their networks in the wider world.

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	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	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.

Student admission, processes and criteria

Frederick University has established pre-defined and published regulations for student admission, ensuring transparency and consistency in the process. The admission criteria are clearly outlined and accessible to prospective students. The access policies are applied fairly, promoting inclusivity and equal opportunity.

Student progression

Frederick University has implemented pre-defined and published regulations for student progression. The institution utilizes various processes and tools to monitor student progress, success, and drop-out rates. Data collected is used to inform strategies and actions to support student progression and address any challenges.

Student recognition

Frederick University has established regulations for the fair recognition of qualifications, periods of study, and prior learning. The recognition procedures are aligned with the Lisbon Recognition Convention principles and involve collaboration with external institutions and agencies to ensure coherence and fairness.

Student Certification
The evaluation indicates a lack of clear, predefined regulations regarding student certification. The current program description fails to specify that to become a registered school psychologist there is a minimum requirement of 120 ECTS including a minimum of 1000 hours of practical training of which 500 hours have to be an integral part of the study programme. This critical information must

be explicitly communicated to potential students to ensure transparency about their certification and qualification outcomes.

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

Student admission, processes and criteria

- Clear and transparent admission regulations.
- Consistent implementation of access policies and criteria.
- Inclusive admission process promoting equal opportunity.

Student progression

- Comprehensive regulations for student progression.
- Effective monitoring tools to track student progress and success.
- Data-driven strategies to support student retention and progression.

Student recognition

- Fair and transparent recognition procedures.
- Alignment with international recognition standards and conventions.
- Effective cooperation with external institutions and quality assurance agencies.

Student certification

N/A

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.

Student admission, processes and criteria

- Regularly review and update admission criteria to reflect evolving academic standards and industry requirements.
- Enhance outreach efforts to underrepresented groups to further promote diversity within the student body.

Student progression

- Expand scholarship opportunities and consider introducing awards for various types of achievements, such as leadership, community service, and research.

- Graduate students should be more involved in first-authored publications.

Student recognition

- Increase awareness and accessibility of recognition procedures among students and staff.
- Streamline the recognition process to reduce administrative burden and processing time.

Student certification

- Increase minimum requirement to 120 ECTS including a minimum of 1000 hours of practical training of which 500 hours have to be an integral part of the study programme.

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	Non-Compliant

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*

- o *Interactive learning and formative assessment games*
- o *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
- o *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
- o *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.

Teaching and Learning resources

The university employs an e-learning ecosystem comprising of: the Moodle platform (learning management system), zoom platform (for the live sessions), Turnitin for plagiarism, the online library service and an online component for the support of the final exams (online, written, 50% of the grade). During the visit the EEC examined the Moodle learning management system, along with a sample DL course, and indicative learning materials. This piece of information combined with 1) the information that the EEC received by discussing with the teachers and with the representative of the DL unit and 2) the application provided to the EEC before the visit, leads to the overall conclusion that the teaching and learning resources are appropriate.

Physical resources

The most critical aspects in a DL setting involve IT infrastructure and the online library services. The on-site visit of the ECC coincided with the renovation of the library in the premises of the

university in Limassol. Therefore, the EEC did not have to opportunity to talk to a librarian or receive any further information about the online library services.

Human support resources

Thorough discussions took place focusing on human resources.

Student support

The student support is overall adequate.

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

Teaching and Learning resources

- The university has lots of experience with DL programs and it has developed an appropriate DL governance scheme.
- The DL unit encourages the use of interactive activities, multimodal learning materials, case studies with real life scenarios etc.
- The teachers use Learning Analytics supported by the Moodle platform to monitor student progress.

Physical resources

- The IT infrastructure seems appropriate and technical support services are in place.

Human support resources

- The students have access to counsellors and advisors; the administrative staff is qualified

Student support

- The counselling service of the university is responsible for student support aiming to cover the needs of a diverse student population (e.g., 30% extra time is offered during the final exams to students with learning difficulties).
- Additional support is enabled for students with special needs via different mechanisms such as screen reader or subtitles in the videos used as learning materials.
- The students evaluate the support services, and specific examples were mentioned by the representatives on changes/enhancements made based on student feedback

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.

Teaching and Learning resources

- The DL students could benefit from online career guidance workshops including guest speakers from various related fields/industries from both Greece and Cyprus.
- The ECC suggests to systematically perform tests on the user-friendliness of the platform with small and representative samples of its main final users (i.e., students and teachers).
- Learning Analytics provide information on student interaction (and partially on participation), but not on students' cognitive engagement (e.g., time-on-task could be misleading in a DL setting), therefore teachers should avoid overreliance on Learning Analytics.

Physical resources

N/A

Human support resources

In general, the student experience needs to be equally good for both groups of students those studying face to face with those studying online.

- There seems to be only one librarian for the whole campus in Limassol supporting the students studying in conventional programs. The EEC did not have the opportunity to clarify whether the same librarian also supports the DL students associated to the programs offered by the departments located in the Limassol campus. If this is the case, then the EEC feels that the workload of the librarian is excessive and therefore the ensuing recommendation is to enhance the student experience by investing more in the recruitment of librarians.
- There seems to be only one certified school psychologist who can officially mentor students during their practicum. Therefore, the ECC recommends to have in place more certified school psychologists so that the practicum will not be discontinued in case of parental leave, sick leave, sabbatical and so on; but also, in case that this role will need to support two cohorts of students in the future (as mentioned by the university representatives).

Student support

N/A

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	Partially 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.

The School Psychology (MSc) programme at Frederick University demonstrates a comprehensive approach to quality assurance and public information dissemination. The programme design aligns with institutional strategies. The information management system is effective, with active involvement of students and staff. However, in its current form, the program design, the language of delivery and the qualification awarded after the completion of the program need to be significantly revised.

The programme is well-aligned with ESG standards, demonstrating strong compliance across all sub-areas of student-centered learning, teaching, and assessment. The program effectively integrates e-learning methodologies, practical training, and comprehensive assessment frameworks. Study guides are well-structured and support a dynamic and interactive learning environment. While the program is robust and effective, there are opportunities for enhancement in the distance education theoretical framework. Overall, the program is commendable for its thorough approach and dedication to quality education.

The programme demonstrates strong compliance with the European Standards and Guidelines (ESG) in the area of teaching staff. The recruitment and development processes are fair and transparent, ensuring the competence and qualifications of the staff. The number and status of teaching staff are adequate to support the program, and there is a healthy balance between permanent and visiting staff. The university effectively promotes synergies between teaching and research, enhancing the quality of education and contributing to the academic field. While the program is robust, ongoing efforts to enhance professional development and interdisciplinary research will further strengthen its offerings.

The evaluation of Frederick University's student admission for the programme, progression, recognition, and certification processes demonstrates a robust framework designed to ensure transparency, fairness, and support for student success. The university provides clear and consistent regulations for student admission and progression, utilizing data-driven strategies to enhance student retention and achievement. Recognition procedures are well-aligned with international standards, promoting mobility and fair acknowledgment of prior learning. However, the area of student certification requires significant improvement, particularly in clarifying and communicating the requirements for becoming a registered school psychologist. Addressing this gap will enhance the transparency and comprehensiveness of the certification process, ultimately supporting the university's commitment to quality education and student outcomes. Overall, the university's practices are largely compliant, with targeted recommendations for further enhancement.

Adequate and accessible teaching and learning resources are provided to students and support the achievement of objectives in the study program. Technical support services are available to assist students in troubleshooting issues. The IT infrastructure and technical support are appropriate for a distance learning environment. Human support resources, including qualified administrative staff and access to counsellors, contribute significantly to the student experience,

although there is room for improvement in librarian support and the availability of certified school psychologists. The university accommodates a diverse student population and enhances its support services based on feedback.

Final conclusion:

The School Psychology (MSc) programme at Frederick University demonstrates strong alignment with institutional strategies and ESG standards, ensuring quality assurance and standards of recruitment and development. The program integrates e-learning methodologies, practical training (optional), and comprehensive assessments. Student admission, progression, recognition, and certification processes are well-structured, promoting transparency and student success. However, the certification requirements for becoming a registered school psychologist should be taken into account for this program to become operational. Overall, the programme is commendable for its quality education, effective resource provision, and responsive support services, with targeted recommendations for improvement.

E. Signatures of the EEC

Name	Signature
Fred Paas	
George Georgiou	
Emmanuel Acquah	
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Anthoulla Papageorgiou	
Angeliki Makri	

Date: 2 July 2024