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# External Evaluation Report Career Guidance and Counselling

- **Higher Education Institution:**  
European University Cyprus (EUC)
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Humanities,  
Social and Education Sciences
- **Department/ Sector:** Department of Psychology and  
Social Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

**Μεταπτυχιακό Επαγγελματικός Προσανατολισμός και  
Συμβουλευτική (Online)**

**In English:**

**Career Guidance and Counselling (18 Months, 90  
ECTS, M.A.) E-Learning**

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

The evaluation took place from September 30<sup>th</sup> – October 1<sup>st</sup> 2025. The site visit took place on Tuesday, September 30<sup>th</sup>. The visit included meetings at the main campus. The report was compiled and finalised on October 1<sup>st</sup> 2025.

Meetings were held with the Vice-Rector of Academic Affairs and Chair of Committee of Internal Quality Assurance (online), the Vice-Rector of Research and External Affairs, the Dean of the School of Humanities, Social and Education Sciences, the Chairperson (Department of Social and Behavioural Sciences), as well as the School Representative in the University's 'Committee on Internal Quality Assurance', the Programme Coordinator with Programme Instructors, the Chair of the Del Committee, several members of the school's E-Learning Programmes of Study Committee, the Instructional designer, five external stakeholders, and graduates of the program, and, finally, members of the administrative staff (i.e., the Student Affairs Office, Admissions Coordinator/Admissions Office, International Student Advisor, IT Administrator and the Head Librarian).

The Cyprus context and the strategy of the European University Cyprus:

European University Cyprus adopts a proactive and highly focused stakeholder engagement strategy. The university differentiates itself competitively through its academic programs, which align with Cyprus' broader political strategy to position the island as a prominent business and educational hub. Strategies such as Teaching Hours Reduction (THR) Policy and other support structures provide a great foundation to support faculty research. Social accountability plays a pivotal role in Cyprus, and the European University actively contributes to this ethos through its commitment to sustainable practices and community engagement (including enhancing public engagement from the program under evaluation).

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Saskia Eschenbacher</b>	Professor	Akkon University Berlin
<b>Sara Santilli</b>	Professor	University of Padova
<b>Stylianos Hatzipanagos</b>	Professor	University of London
<b>Koorosh Massoudi</b>	Professor	University of Lausanne
<b>Andrea Constantinou</b>	Student Representative	University of Cyprus



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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## 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.*

## Findings

The programme is regularly (every 5 years) submitted to a complete and rigorous evaluation process, gathering views and expertise of a large set of actors (independent external evaluators, academic and administrative staff, former and current students, stakeholders) to ensure its sustained high quality. The last evaluation was done in 2021 and it appears that many issues raised back then were addressed in the meantime. For instance, the description of courses was updated to make clear reference to the recent scientific literature, and the program was better rooted in a network of international higher education institutions and scientific organizations, allowing for comparison and coherence with the best practices and current standards in the field. Furthermore, the design of the program is not only in line with scientific standards, but also echoes current societal concerns, for instance the rise of disparities in access to decent and dignified work, and the importance of evidence-based and social justice-oriented career counselling practices to counteract such inequality.

The academic staff forms a multidisciplinary team (i.e. psychology, counselling, education sciences, social work) and demonstrates a high level of competency, both in terms of research and practice. The meeting with instructors and the supporting staff demonstrated the whole team's commitment and coordinated efforts to provide students with a state-of-the-art curriculum, a well-structured study plan, an inclusive e-learning environment and individualized support through their studies.

The meeting with a sample of undergraduate and graduate students highlights their satisfaction with a program that allows for work-life balance and life-long education while working, supports learning progression and outcomes, and fosters employability and job integration. It is to note that students' feedback on the program is regularly collected, even though the evaluation forms provided were in Greek and of limited use to the external evaluation committee.

The meeting with various stakeholders highlights the program's adaptation to real-life issues and current trends and demands in the labour-market, positioning graduates as competent and satisfactory future employees. Furthermore, the program benefits from a strong official recognition by national organizations (DOATAP, EOPPEP), which ensures graduates' access to a large variety of employment opportunities.

The programme is international and therefore addresses a wide audience, tending to capture mainly Greek students in addition to Cypriots. The website gives the basic information in English, although detailed information is in Greek only. However, the data on drop-out was unavailable, and the process of drop-out prevention (i.e. identification of those about to drop-out, or documented analysis of drop-out circumstances and reasons and action to prevent it) could be strengthened. Furthermore, questions were raised about the rationale of compulsory vs elective courses, and comments were made regarding a better alignment of the program with the real-life issues encountered by practitioners.

## Strengths

- A clear, complete and rigorous quality assurance system regrouping various actors and stakeholders.



- A highly skilled and committed teaching staff, backed by a strong administrative and technical staff to ensure an inclusive and secured learning environment for students.
- An ongoing effort for continuous reassessment and improvement, building on feedback from former and current students, stakeholders and labour-market representatives, as well as external and independent experts.
- Monitoring and trouble-shooting of possible critical situations involving instructors and students.
- Strong positioning of the program within an international network of training institutions and scientific organizations.

### Areas of improvement and recommendations

- Explicitly integrate a contextualized approach to career development and draw on data-driven economic or sociological studies to highlight structural forces or barriers that shape contemporary careers, in order to avoid over-emphasizing individual responsibility, resources and agency in an all-resourceful environment.
- Explicit a life-long, lifespan, life-course approach to career development, to avoid over-emphasizing childhood choices and experiences as the main long-term predictors of career progression.
- Reconsider the actual choice of compulsory vs elective courses: for instance, given the rise of social inequality and vulnerable groups in the face of labour-market trends and demands, it would be wise to question the current “elective” status of the course on “special groups”.
- Move beyond the transmission of “new” knowledge and foster the acquisition of new know-how and skills, for instance by providing supervision seminars or groups as part of the interactive activities of the curriculum.
- Apply APA norms and standards when providing students with the references of readings for the teaching material (i.e. specify the date of publication).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	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.*
- *For distance learning programs, the number of students in both undergraduate and Master's level postgraduate programs does not exceed 30 students per class.*

### **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.*

### Findings

Process of teaching and learning and student-centred teaching methodology

Suitability of the programme for online delivery.

The programme is compatible with e-learning delivery (this has also been established from our discussion with students and external stakeholders, and by our review of student evaluation data). The methodology employed is appropriate for the programme. Institutional quality assurance mechanisms are in place to maintain standards and provide a consistent approach to the design and delivery of e-learning programmes.

The EUC infrastructure that supports e-learning programme delivery comprises:

- the VLE (Blackboard) to provide both synchronous and asynchronous tools supporting delivery.
- MS Teams as a video conferencing tool to support online, mainly synchronous, communication between students and tutors. This is a suitable tool and creates opportunities for student-to-student interaction and supports the group activities the programme team has developed. The programme team mentioned that tutors are free to use other communication tools such as Blackboard Collaborate.
- The EEC has not seen any other e-learning tools that the programme employs. The use of simulated environments was mentioned; however, this did not appear to employ specific technologies beyond the environments mentioned in (1) and (2).

## Assessment

The Blackboard platform provides formative, self-assessment opportunities in the form of weekly self-assessment and interactive exercises and activities. The interactive activities document that the EEC reviewed provided a comprehensive list of activities corresponding to all weeks of the courses. The online final examinations for every course (50% of overall mark) employ a proctoring system (Proctorio) to support academic integrity. Some of the exams are using an open book format. The use of authentic assessment opportunities was discussed and how this benefits the content of exam papers. The EEC reviewed some sample exam papers of the programme. We thought that the open-ended nature of the exam questions and the expectation from the student to link theory with practice were strengths.

We also discussed the implications of the proliferation of Generative AI and how this affects assessment practice. The programme team seemed to be knowledgeable about these issues and associated threats.

## Study guides content, programme online environment and interactive activities

The programme study guides showcase a significant amount of work the program team has put in their development, including a week-by-week sequencing, employing a range of methods of engagement and assessment formats. The programme team has been using VLE learning analytics tools to monitor student attendance and progression.

Establishing and maintaining an online learning environment on the VLE: The EEC had the opportunity to review the course materials on the VLE. The environment was adequate, including content and supportive structure to guide the students towards tasks and activities that need to be completed. The interactive activities for every week were missing; however, descriptions for these were included in the programme study guides.

## Strengths

- Organisation and quality of the programme documentation: we thought there was an appropriate level of detail, in the study guides and related descriptions.

- The use of oral tests follow-ups in assessment. This helps to prevent academic misconduct when students use Generative AI tools.
- Student satisfaction with the programme both from current students and alumni.
- Solid support infrastructure for distance learning students in the programme and via the university support services in the context of distance learning.
- Adequate induction/orientation and training in e-learning opportunities for staff and students.
- The EEC reviewed examples of recordings from interactive online sessions with the students. We reviewed a tutor led interactive lecture in an online environment and a 1-2-1 tutorial with a student which were nicely structured.
- The university has developed a policy on the use of AI.

### Areas of improvement and recommendations

#### **Learning analytics to identify students at risk**

In addition to the MOODLE analytics some other form of predictive analytics to identify students at risk and enable early interventions would help. Large programmes such as this would benefit from the use of multimodal analytics (combining behavioural, interaction data) to understand engagement and cognition

#### **Interaction**

The learning technologies in use reflect current developments in e-learning provision in the higher education sector. In addition, we would recommend that the online environment is enhanced further by using the affordances of breakout rooms, ability of the students to use a whiteboard and other tools (inc. AI tools) to communicate ideas and strengthen student engagement.

#### **Artificial Intelligence (AI)**

Regarding the exam papers the EEC reviewed, we thought that a general-purpose AI (like ChatGPT) could still generate coherent answers that meet the requirements. An improvement would be to ask students to (1) draw on their own training, practicum or other practical experience or course material, (2) increase the critical reflection aspect, (3) require explicit reference to texts taught in the course curriculum.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially 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**
- 3.2 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.*

#### Findings

The teaching staff consists of 13 members, including full-time faculty and scientific collaborators, all with qualifications highly relevant to Career Guidance, Counselling, Psychology, and Social Sciences. Several hold PhDs from recognised European institutions and combine academic teaching with professional practice and research experience. Recruitment follows the University's regulations: the programme coordinator first explores internal expertise within the staff, and if no suitable candidate is available, positions are then advertised externally. Teaching skills, alongside research performance, are formally considered in hiring and promotion decisions, while student evaluations form part of each staff member's CV and career progression; results are shared with instructors, the programme coordinator, and the administration, and are collectively discussed to ensure improvements. Staff development is strongly supported by the institution, with numerous training opportunities in pedagogy, e-learning methodologies and digital tools, complemented by budget schemes for external training. Innovative teaching methods and the effective use of digital technologies are encouraged and recognised, while many professors also



bring professional experience that enriches students' learning with real-world insights. The programme currently engages seven external collaborators in addition to permanent staff, maintaining a balanced ratio of permanent to visiting lecturers in relation to student numbers, and workload distribution across teaching, research, and supervision is considered fair and sustainable. The current staff size is adequate for the programme's needs. Moreover, faculty are actively involved in national and international research projects such as Erasmus+ CAREERS 4.0 and COST Action COCAG, with outputs regularly published in peer-reviewed journals. These research activities are closely integrated into teaching, supported by the University's E-Learning Committee and the Digitally Enhanced Learning initiative, which provide guidance on digital pedagogy and foster strong synergies between research, teaching, and professional practice. Importantly, teaching staff also demonstrate openness and flexibility, showing willingness to review course materials, adapt content, and design tailored webinars and seminars in response to students' and programme needs, which further reinforces a dynamic and student-centred learning environment.

### Strengths

- Strong institutional support for continuous professional development, especially in e-learning pedagogy and digital tools.
- Encouragement and recognition of innovative teaching methods and digital technologies.
- Integration of professional practice into teaching, enriching students' learning with real-world insights.
- Balanced ratio of permanent staff and external collaborators, aligned with student numbers.
- Fair and sustainable workload allocation across teaching, research, and supervision.
- Active participation in national and international research projects, with tangible outputs.
- Availability of staff to revise teaching materials and organise tailor-made conferences and seminars based on proposals, fostering a responsive and dynamic learning environment.
- Continuous exchange and renewal of the teaching team, which contributes to innovation and fresh perspectives in the programme.
- Strong synergies between teaching, research, and practice, fostered by the E-Learning Committee.

### Areas of improvement and recommendations

Although the teaching staff are highly qualified and actively engaged in both research and professional practice, the opportunities for students to gain hands-on professional experience remain relatively limited, currently accounting for less than 10% of the overall study programme. Practical exposure to working with vulnerable groups (such as refugees, migrants, and people with disabilities) is mainly embedded within specific elective courses. Expanding and systematising these opportunities would further enhance students' preparedness for real-world counselling challenges. A constructive step forward could be the introduction of structured online counselling supervision, which would allow students to receive guided practice, feedback and mentoring from experienced professionals within the e-learning framework. Such an initiative would not only strengthen the practical dimension of the programme but also align closely with contemporary trends in digital counselling and international good practice.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

### Findings

The European University of Cyprus comprehensively fulfils all required standards pertaining to student admission, progression, recognition, and certification. The university maintains pre-defined and published regulations across all these areas, implementing them consistently and transparently (as published on their website and the documents provided).

The admission procedures are characterized by clearly documented criteria and equitable application processes. Student progression is systematically monitored through a comprehensive feedback mechanism, which includes individual consultations with students who have failed or are at risk of failing courses, thereby providing targeted additional support. Recognition practices appear to be consistent with the University's principles, supported by appropriate procedures for the acknowledgment of prior formal learning.

### Strengths

Of special significance is the Center of Applied Psychology and Personal Development (C.A.P.P.D.), which provides (psychological) counselling and support services to the students of the European University Cyprus. This centre demonstrates the institution's strong commitment to the wellbeing and development of its students through:

- Offering prevention, assessment, and counselling services,
- Providing free access to mental health support for both students and staff
- Establishing a support network that addresses psychological barriers to academic progress
- Implementing a holistic approach that recognizes the interdependence between personal wellbeing and academic success

The close collaboration between academic faculties, student advisors/student support services, and specialized facilities such as C.A.P.P.D. creates a comprehensive ecosystem that effectively supports student progression while upholding academic standards. The collaboration also extends to administrative services such as the Student Affairs Office, the International Student Advisor and the IT and Library support, ensuring students' access to both academic and personal resources necessary for progression

### Areas of improvement and recommendations

Recognizing prior learning that is non-formal could be an area to explore in the future.

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

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

## Findings

Each course follows a 13-week structure with up to six teleconferences, the first of which is scheduled at the beginning of the semester to introduce students to the course, and the final sessions are used for review and consolidation of learning outcomes. Materials include study guides, lecture notes, textbooks, journal articles and interactive activities, all of which are made available to students in a structured weekly format to ensure continuity and progression. The assignments are checked through Turnitin to safeguard academic integrity, while exams are invigilated online via Proctorio, ensuring transparency and fairness in assessment.

At the same time, students have access to EUC's electronic library and research databases, which provide a wide range of up-to-date scientific journals, e-books and reference materials relevant to counselling, psychology and education. Students are further supported by the E-learning Programmes of Study Committee, which oversees pedagogical quality. Although the programme is e-learning, students may also access the physical facilities of the campus, such as the library, language centre and counselling services, which remain available to both on-site and remote students whenever they are present in Nicosia.

Academic staff are highly qualified in counselling, psychology, and education, combining academic research with professional practice and maintaining strong links to the labour market. Additional resources such as the Centre of Applied Psychology and Personal Development (ΚΕ.ΨΥ.ΠΑ), the Committee of Students with Special Educational Needs (Ε.Φ.Ε.Ε.Α.), career services, and the Ariadne psychometric test further enrich student support mechanisms. Weekly student tasks and interactive methods, such as case studies, video-based discussions, and there is the opportunity to organise discussions in break-out rooms, incorporated into the teaching approach, providing continuous engagement and encouraging critical reflection. Student feedback gathered during the onsite visit confirmed satisfaction with the availability of faculty to maintaining a student-centred learning environment.

### **Strengths**

The learning framework is functional, user-friendly and designed according to CYQAA guidelines. The integration of synchronous and asynchronous methods and interactive exercises is designed to promote active learning engagement, while MOODLE analytics helps to identify early at-risk students. Weekly tasks, interactive activities, and the use of case studies, role-play and video-based discussions aim to help students to stay actively engaged throughout the semester and develop reflective and applied skills. The organisation of courses is highly praised by students, who consistently note the clarity of learning materials and structured weekly delivery format.

Academic and administrative staff are highly qualified and accessible to students who require advising and mentoring, complemented by specialised committees and quality assurance mechanisms. Students benefit from comprehensive support services, including psychological and academic counselling, career development tools, Erasmus mobility opportunities, and a strong institutional culture of inclusion and digital enhancement.

### **Areas of improvement and recommendations**

#### **e-Resources**

While resources are robust, the programme would benefit from the continuous updating of e-resources and the expansion of educational materials and tools. Approaches such as case studies, role-play, video-based discussions, pair work and weekly student tasks are already integrated into the teaching strategy ensuring that students remain actively engaged throughout the semester. These methods provide a strong foundation; however, their use should be broadened and applied more systematically to fully utilise the potential of e-learning pedagogies.

In particular, the programme could strengthen its teaching framework by incorporating a wider variety of interactive and innovative practices, including enhanced simulations, more extensive project-based learning and the greater use of digital collaboration tools (e.g. Padlet, Mentimeter, or similar). While teaching materials are up to date and accessible through Blackboard Learn Ultra and the e-library, a process of ongoing renewal and diversification would help ensure continued alignment of contemporary developments in career counselling. This is especially relevant given the growing importance of labour market analytics and digital psychometric instruments. Embedding more current labour market data and analytic tools into the teaching process would better equip students to respond to rapidly changing employment landscapes and support the delivery of evidence-based career guidance.

#### **Feedback**

Although students benefit from weekly tasks and structured assessments, student evaluations indicate that the timeliness and consistency of feedback vary across courses. In some modules, feedback is provided promptly and rated very highly, while in other modules, students expressed dissatisfaction with delays in receiving comments on their work (this was evident in some of the student evaluations). Open-ended responses highlighted that prompt and more consistent feedback would allow them to monitor their progress more effectively and adjust their learning strategies in a timely manner. Ensuring a common standard for feedback delivery times across all courses would strengthen the overall learning experience, enhance motivation, and align the programme more closely with international good practices in e-learning.

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

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

## C. Conclusions and final remarks

In conclusion, the programme represents a robust approach in delivering an e-learning programme to a large group of students. The teaching team showcase a strong profile, combining academic excellence, research engagement and professional practice with innovative approaches to e-learning and extensive connections to diverse professional networks. The university offers the opportunity for a reduced teaching load to support research activities giving professors more time to continue their research project and community engagement.

While the programme would benefit from strengthening its practical training component and expanding experiential opportunities with vulnerable groups, the current academic team provides a solid and sustainable foundation. Overall, the staff's qualifications, openness, and integration of research and practice ensure that the programme maintains a high standard of quality and relevance.

During the online meeting with the committee, graduates and current students from the European University of Cyprus demonstrated enthusiasm and expressed satisfaction with their academic e-Learning program. Regarding the mental health difficulties frequently linked to eLearning, students have access to psychological counselling and support through C.A.P.P.D., a service provided by the School of Humanities, Social and Education Sciences for the University community.

We would recommend that the programme's online environment is enhanced further by using more digital tools, and more interactive / facilitative activities to strengthen student engagement.

To conclude, and despite the underlined potential for improvement, the evaluation committee would like to address their congratulations to the teaching staff for a rich and interesting program, well in-line with the expectations of students and the concerns of stakeholders.





#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Dr. Saskia Eschenbacher	
Prof. Sara Santilli	
Prof. Stylianos Hatzipanagos	
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**Date:** [Click to enter date](#)