Doc. 300.1.1/2

Date: Date.

External Evaluation Report

(E-learning programme of study)

- **Higher Education Institution:**

  University of Limassol

- **Town: Limassol**

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

- **Department/ Sector: Psychology**

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

  In Greek:

  Μεταπτυχιακό στη Σχολική Ψυχολογία (Εξ' αποστάσεως)

  In English:

   Master of Science in School Psychology (Distance Learning)

  - **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 external evaluation visit for the accreditation of the distance learning MSc in School Psychology at the University of Limassol took place on April 2nd, 2025. The visit was well organized by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) and followed a structured agenda that allowed for comprehensive engagement with all relevant stakeholders. The External Evaluation Committee (EEC), composed of international experts in the field of psychology, distance learning, and educational quality assurance, started the day with a brief internal meeting and introduction. The panel was chaired by Professor Jan H. Kamphuis from the University of Amsterdam and included Professors Andrew J. Bremner, Victoria Helen Southgate, Dimitrios Vlachopoulos (as the e-learning expert), Dr. Andreas Paris (representing the Cyprus Psychologists Registration Council), and Ms. Andrea Constantinou (as the student representative).

The visit began with a meeting with the Rector of the University, Professor Theodore Panayotou, and the Vice Rector for Academic Affairs, Professor Vasilis Polimenis, alongside members of the Internal Evaluation Committee. This was followed by a detailed presentation of the department's structure, mission, strategic priorities, and the School Psychology programme's integration with societal needs. The panel met extensively with the Dean of the School, programme directors, academic staff, members of the distance learning unit, external stakeholders, students, graduates, and administrative personnel. Sessions focused on the programme's structure, learning outcomes, delivery methods, pedagogical approaches, e-learning design and support, and quality assurance mechanisms. The day concluded with a tour of the university's facilities and a final meeting for discussion and clarification with institutional representatives. The EEC provided a clear summary of the School Psychology distance learning programme and its alignment with European standards of higher education. The EEC highlighted that they do not make any decisions regarding the accreditation of the programme, but merely provide their observations and recommendations to the CYQAA. The EEC confirmed that the School will have an opportunity to respond to the EEC's report.

B. External Evaluation Committee (EEC)

Name	Position	University
Jan H. Kamphuis	Full Professor	University of Amsterdam
Andrew J. Bremner	Full Professor	University of Birmingham
Victoria Helen Southgate	Full Professor	University of Copenhagen
Dimitrios Vlachopoulos	Associate Professor	Erasmus University Rotterdam
Andreas Paris	Clinical Psychologist	Cyprus Psychologists Registration Council
Andrea Constantinou	Graduate student	University of Cyprus

C. Guidelines on content and structure of the report

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

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

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

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

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

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

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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

Policy for quality assurance
Design, approval, on-going monitoring and review
Public information
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

- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

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

Even though no verbal presentation was provided and there was limited opportunity for the panel to ask questions, the MSc in School Psychology at the University of Limassol demonstrates a structured commitment to quality assurance. The University's policy framework governing academic programmes is formalised and publicly available through institutional documents such as the UoL Charter, the Faculty Handbook, and the Graduate Student Handbook. These provide the formal basis for the internal quality assurance processes and are aligned with the requirements of the Cyprus Agency for Quality Assurance and Accreditation in Higher Education.

The programme's quality assurance system is supported by robust institutional structures. The Quality Assurance and Internal Assessment Committee outlined in the UoL Charter is tasked with overseeing internal evaluations and ensuring alignment with national and European quality standards. Additionally, departmental and school councils play a defined role in programme oversight and development, thus ensuring that processes are embedded in the institutional fabric.

Faculty members are involved in the programme design and delivery and are supported in their quality assurance responsibilities through Faculty Handbook guidance, which highlights their role in maintaining academic standards, ensuring course alignment with learning outcomes, and engaging in ongoing programme review. Similarly, students have defined rights and responsibilities, including structured avenues to provide feedback and participate in university governance and programme development processes (for example through representation on school councils).

The panel gained a strong sense that the institution maintains a strong commitment to academic integrity and freedom. This is underpinned by its formal policy on academic misconduct and plagiarism, including the ethical use of generative AI tools in teaching and assessment, thus ensuring vigilance against academic fraud while integrating modern pedagogical approaches. Policies and practices at the University of Limassol also reflect an inclusive approach to education, supporting the rights of all students and staff regardless of background, and explicitly addressing tolerance and non-discrimination.

External stakeholders seem engaged in the review of the programme, particularly through practicum placements and feedback from professionals in school psychology. The inclusion of real-world scenarios and partnerships with schools during practicum courses such as PSYSC512 confirms this involvement. These stakeholders also reportedly contributed to aligning the programme with evolving needs.

This quality assurance approach reflects both a top-down governance structure and a bottom-up participatory ethos, ensuring that the MSc in School Psychology remains academically rigorous, ethically sound, and socially responsive. The panel was particularly struck by the empowerment which the departmental faculty expressed regarding their opportunity and capability to develop and shape the development of research-led educational programmes.

Design, approval, ongoing monitoring and review

The programme was designed with explicit and well-aligned programme objectives that reflect both the institutional mission and broader societal needs. The programme integrates theoretical knowledge, applied skills, current legislation, and professional ethical standards in school psychology, aiming to prepare graduates for real-world practice in school settings. This is aligned with institutional priorities: the University's Charter and governance structure emphasise the development of programmes responsive to the local and international educational and professional landscape.

The programme has clearly defined intended learning outcomes (ILOs) for each course, visible in the course and study guides. These outcomes are coherently connected to the European Qualifications Framework (EQF) descriptors and the National Qualifications Framework for Higher Education. For example, students develop critical thinking,

ethical reasoning, and intervention planning skills aligned with Level 7 of the EQF, covering knowledge application, problem-solving, and professional autonomy.

Students are involved in the ongoing development of the programme, both directly through structured feedback mechanisms (as outlined in the Graduate Handbook) and indirectly through reflections and evaluations built into course activities (e.g. weekly self-assessments, feedback on interactive activities, forums). In addition, course design includes collaborative learning elements, ensuring that student voices contribute to shaping the learning process.

The design and review of the programme also benefits from external expertise. This is evident in the inclusion of the practicum courses, which are informed by professional standards and incorporate partnerships with schools and other community structures. Practicum I (PSYSC512), for instance, attempts to integrate ethical practices as defined by local and international frameworks, ensuring alignment with international expectations.

The structure of the programme allows for smooth student progression, with prerequisites logically sequenced and the part-time study route. The ECTS allocation is consistent across courses (5 or 10 ECTS), reflecting the expected student workload, and assessment strategies (individual and group assignments, final exams, practicum reports) are clearly linked to learning outcomes and course levels.

Formal approval processes for programme modifications are overseen by the Department Council and Senate, as detailed in the institutional charter. Monitoring is continuous and multidimensional: learning outcomes are updated based on evolving research in the discipline, emerging technologies (e.g., ethical use of generative AI), and feedback from students, alumni, and field professionals. The periodic review of the programme takes into account student workload, course effectiveness, and feedback from stakeholders, ensuring the programme remains up-to-date, relevant, and aligned with societal challenges such as inclusion, digital transformation, and mental health. This dynamic review process also supports the adaptation of new learning technologies and maintains coherence across the curriculum. The programme exhibits alignment between its content, delivery, learning outcomes, and professional requirements, all of which are embedded in an actively maintained quality assurance cycle.

Public information

The University provides clear, accurate, up-to-date, and accessible information about the MSc in School Psychology through its official communication channels, including its website, student handbook, study guides, and programme documentation. The Graduate Student Handbook and Charter confirm that prospective and enrolled students are informed about admission criteria, programme structure, and assessment policies.

The learning outcomes, teaching and assessment methods, and qualification awarded are clearly stated in each course's study guide. These include detailed learning objectives, weekly content overviews, expected competencies, and the ECTS distribution. Furthermore, grading policies, academic integrity expectations, and course-specific requirements are also explicitly communicated in these documents and through the institutional LMS (Moodle).

Although pass rates and graduate employment statistics are not yet systematically published online, this appears to be in development as part of the University's growing commitment to transparency. Nonetheless, the programme is proactive in maintaining direct communication with students about performance expectations, progression rules, and available support services. Information about learning opportunities, such as practicum placements and Erasmus mobility (where applicable), is available in the course documentation and Graduate Handbook, although participation in Erasmus+ for practicum courses is currently not offered for this programme. In this line, the programme meets expectations for public disclosure, with room for enhancement through online publication of key performance data and graduate trajectories.

Information management

The University demonstrates a satisfactory approach to collecting and analysing data for the effective management of the MSc in School Psychology. Through its Quality Assurance and Internal Assessment Committee, as outlined in the University Charter and Faculty Handbook, the institution collects a range of key performance indicators (KPIs), including student profiles, progression and drop-out rates, student satisfaction, and graduate outcomes. However, during the visit only data related to student activity were mentioned, which limits the extent to which analytic insight could support a wider range of potential student support initiatives.

While disaggregated statistical data were not made available to the panel during the visit, documentation indicates that mechanisms are in place for ongoing monitoring, including internal surveys, structured course evaluations, and feedback collected during practicum placements. Students are actively involved in this process by completing course evaluations and engaging in feedback cycles tied to assignments and interactive learning activities.

Teaching and administrative staff participate in data review processes, identifying areas for improvement and adjusting course content or support services accordingly. This is further reinforced through periodic faculty reviews and Department Council discussions. The institution appears to respond to such data with concrete follow-up actions, including curriculum updates, technological integration, and faculty training.

With regard to graduate tracking, the system is currently informal but gradually being formalized. Career services are available to students, and the programme benefits from close ties with local schools and the psychology professional community, which enables some qualitative tracking of graduate employment.

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

- The programme shows evidence of blending academic theory with applied professional practice. Courses such as Psychological Interventions in Schools (PSYSC510) and Practicum I (PSYSC512) incorporate real-life school scenarios, ethical dilemmas, and case formulation work, ensuring that students are well-prepared for the realities of school psychology.

- Ethical awareness is deeply embedded across the curriculum, with repeated reference to relevant ethical guidelines and standards. The integration of legal frameworks, such as child protection legislation, supports the development of students as ethically responsible professionals.

- The two-part research sequence (Research Study I and II) offers a scaffolded approach to building research capacity. Students are supported from critical thinking development and literature review (PSYSC508) through to independent data collection, analysis, and presentation (PSYSC509), ensuring research is rigorous, ethical, and practice-oriented.

- The programme effectively leverages digital pedagogies, including H5P interactive activities, virtual forums, and structured peer feedback. These tools encourage self-reflection, engagement, and a sense of community within a distance learning context.

- Learning outcomes are clearly aligned with Level 7 of the EQF and the National Qualifications Framework for Higher Education, ensuring coherence between course content, assessment, and graduate competences

- The part-time route is thoughtfully designed, offering logical course sequencing, transparent prerequisites, and appropriate ECTS allocations. This supports student progression while maintaining academic rigour and workload balance.

- Faculty members can benefit from a structured research support policy, including the possibility of €5,000 annual seed funding (€2k for conference attendance and €3k for approved research proposals). This likely

contributes to the ambition for research-informed teaching and management prioritization of research output

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.

- While internal mechanisms for monitoring student performance and satisfaction exist, publicly available information on graduation rates, and graduate employment outcomes is currently limited. We encourage the School to consider publishing annual programme-level data summaries to increase transparency for prospective students and external stakeholders.

- There is evidence of informal tracking and feedback on practicum partnerships, but a systematic mechanism for collecting alumni feedback and employment data is not yet fully established. Furthermore, mentions of a formal practicum hours tracking system for both direct and indirect hours, the professional suitability of practicum supervisors, and the specific criteria for supervisor selection were underspecified.

- Ensure that the practicum placements explicitly provide skill-training and supervision to students as appropriate to the School/Educational Psychology specialty. This includes conducting psychological acts related to diagnosing and systematically managing psychological issues in school settings and/or handling performance and behavioural issues in educational environments and/or applying psychological knowledge to establish best practices within the educational system.

- Ensure that there is a clear guideline to students that they need to register to the relevant Graduate Registry of the Cyprus Psychologists Registration Council *prior* to commencing their Practicum

- Ensure that the core of the students' practicum (minimum of 300 direct hours) are conducted within school settings and supervised by a Registered Educational Psychologist with relevant experience and who have demonstrably practised applied psychology in the field. The University must ensure that this is universal across all practicum students

- According to current definitions, practical training (practicum) means the documented performance of activities that either prepare for or support (indirect practical training) the provision of psychological services to individuals with real psychological care needs (direct practical training), with the sole purpose of accumulating the necessary experience for the competent execution of the professional duties of applied psychology.

- Examples of indirect practical training include receiving supervision, providing psychological services to simulated (fake/mock) clients, observing the work of more experienced or peer psychologists, studying, documenting, and analysing psychological work.

- Ensure that at least 60% of the total practicum hours are direct.

- The University to keep a detailed data record of each student's practicum hours, including direct, indirect hours and the population or setting characteristics.

- Ensure that the university makes an explicit commitment to follow the agreed upon practicum placement criteria and ensure that all students are offered equal opportunity practicum placements.

- The Graduate Handbook outlines several student services, but visibility and integration into the Moodle platform could be improved in particular. During the visit, the EEC suggested the provision of a centralized, Student Success Hub with direct access to counselling, career support, library services, and academic writing resources.

- The University has taken a positive first step with its policy on generative AI, but student-facing guidance on what constitutes acceptable use may vary across instructors. Consider providing a standardized AI usage statement or disclaimer in all course syllabi, alongside any assessment-specific guidance on AI usage, to ensure consistent expectations.

- Ensure that external information (including on the the website for the MSc in Educational Psychology) has detailed admissions criteria that are programme-appropriate. Currently, the admissions criteria on the website are only: 1. Accredited Bachelor's Degree, and 2. Application Form. This is insufficient for the MSc in School Psychology and not in line with what was discussed in the visit.

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

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

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

Sub-areas

    2.2 Process of teaching and learning and student-centred teaching methodology
    2.3 Practical training
    2.4 Student assessment
    2.5 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 guide 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*

- o *Number of assignments/papers and their topics, along with instructions and additional study material*
- o *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

The MSc in School Psychology is well-suited for e-learning delivery. The distance learning methodology is clearly tailored to the nature of the programme and its target audience of adult learners, some of whom are active professionals in the field of education. The study guides for each course confirm the structured and coherent use of asynchronous and synchronous elements. Students are encouraged to engage with pre-recorded lectures, multimedia materials, and weekly activities such as forums, problem-solving tasks, and self-assessments, all designed to promote active learning.

Teleconferencing is used for 6 live sessions, including presentations, group discussions, and Q&A moments, creating opportunities for real-time interaction between students and faculty. The virtual learning environment also supports interaction among peers, with structured discussion forums and collaborative learning tasks across various modules.

An intention to place students at the centre of learning is evident in the pedagogical design of courses such as Research Study I (PSYSC508), which is designed to foster autonomy and critical thinking, and Behaviour Analysis and Modification (PSYSC511), which blends theory, applied examples, and reflection. The use of active learning tools such as case studies, simulations, and scenarios encourages engagement and supports the development of personal and social competencies.

The University provides ongoing guidance and support for students, including academic advising, clear orientation materials in the Graduate Handbook, and embedded instructions for navigating both content and assignments. Each study guide includes a weekly roadmap with objectives, activities, expected outcomes, and reflective prompts, enabling students to manage their learning independently.

The diversity of students' backgrounds and needs is acknowledged through flexible pathways (e.g., a part-time route) and inclusive learning design. Support for this diversity was evident in the provision of scaffolded support for individual circumstances, and the offer of materials in both Greek and English where appropriate. The programme also integrates the use of modern educational technologies, such as H5P interactive exercises and automated feedback in self-assessment tools, ensuring continuous updating of digital tools.

A culture of mutual respect and academic dialogue is fostered through collaborative assignments, discussion forums, and timely instructor feedback. Mechanisms are in place for students to lodge complaints or appeals related to teaching, learning, and assessment, as described in institutional policies.

Practical training

The programme demonstrates satisfactory integration of theoretical knowledge and practical training. Practicum I (PSYSC512) is an important example. This combines school-based experiential learning with reflective analysis and supervision. Students are placed in real school environments where they are given the opportunity to develop core professional skills: counselling, interviewing, assessment, ethical decision-making, and collaboration with teachers and parents.

Clear guidelines for placement are provided in the course documentation, including expectations for supervision, evaluation criteria, reporting formats, and legal/ethical frameworks. Students will submit reflective logs and receive formative feedback on their development. The content of the practicum is aligned with the intended learning outcomes of the programme and supports competencies outlined in the European and national professional standards and duties of school psychologists.

Assessment

The programme implements a comprehensive and coherent assessment framework adapted to the e-learning model. Assessments are aligned with intended learning outcomes and vary by module to reflect different cognitive levels and competencies. Examples include essay-style assignments, intervention plans, video presentations, quizzes,

critical reflections, and final exams. For instance, in PSYSC510, students design case-based interventions that demonstrate applied understanding of school psychology models.

Assessment criteria and grading rubrics are published in advance in the study guides and LMS, ensuring transparency and fairness. Feedback is provided through both written comments and LMS-integrated tools, promoting academic growth and reflective learning. There is also a clear policy for addressing mitigating circumstances, and the student handbook outlines formal appeals procedures.

The panel's discussion with students indicated that there are a range of variations in assessment and feedback practices which vary with the member of teaching staff. Feedback quality varies between modules, with some students reporting different qualities of formative feedback between lecturers and/or vague comments, different guidelines and expectations in the final exams (e.g., emphases on different marking criteria, different exam conditions such as open book / closed book requirements) and different levels of flexibility levels with regard to when it comes to submission deadlines.

Student achievement is evaluated according to the European Qualifications Framework (EQF), with assessments designed to ensure that outcomes at Level 7 are being met, including independent analysis, ethical reasoning, and applied practice.

Study guide structure, content and interactive activities

The study guides developed for each course exemplify best practices in e-learning pedagogy. They are well-aligned with EQF Level 7 descriptors and include:

- Weekly breakdowns of learning objectives and content
- Clear instructions for interactive activities, such as forums, role-play scenarios, and case discussions
- Embedded self-assessment tasks and reflective prompts
- Assignment instructions and assessment rubrics
- Bibliographic references and links to further study
- Integrated prompts for creating posts and peer responses in discussion spaces

These guides ensure that learning is structured yet flexible, allowing students to plan their study and engage deeply with the material. The inclusion of multimedia, case-based content, and applied exercises supports diverse learning styles and promotes deep engagement and critical thinking.

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

- Each course is supported by a clear and pedagogically rich study guide, including weekly objectives, multimedia resources, self-assessment tools, interactive activities, and detailed instructions for forum participation. This ensures clear guidance and is well-positioned to enhance learner autonomy.

- The programme is well-placed to foster a sense of ownership and autonomy among students while offering sufficient structure and support. Activities such as reflective journaling, case discussions, and research tasks promote engagement, self-direction, and critical thinking.

- The use of H5P interactive modules, video lectures, asynchronous discussion prompts, and formative quizzes helps maintain a high level of interactivity and engagement within the virtual learning environment.

- Regular teleconferences (6), collaborative discussion forums, and integrated feedback loops are well-placed to support the development of a learning community, addressing one of the key challenges in distance education.

- Courses such as Behaviour Analysis and Modification (PSYSC511) and Psychological Interventions in Schools (PSYSC510) blend theoretical frameworks with hands-on applied components, often using real-life cases and school-based scenarios to bridge the academic-professional divide.

- Rubrics and evaluation criteria are shared in advance, with varied assessment formats (e.g., intervention plans, research projects, oral presentations) supporting different learner strengths.

- We were struck by the productive collaborative engagement between IT (education technology) and teaching staff (content).

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.

- While discussion forums are embedded in all courses, the extent and consistency of student participation across modules is not clearly tracked or evaluated at the programme level. We suggest that the School implements learning analytics tools to monitor forum engagement and assignment submissions more systematically. This data could help identify students at risk of disengagement and support personalized interventions.

- Although asynchronous activities are well-developed, opportunities for synchronous student-to-student collaboration (e.g., small group work, peer feedback in breakout rooms) are underutilized. During the visit, it seems that these activities are more instructor-led, so we encourage the School to increase the use of breakout sessions and group tasks during teleconferences to promote peer learning, collaboration, and social presence.

- While individual faculty use diverse and effective teaching methods, there is limited evidence of a shared space for pedagogical exchange and innovation. As the team is currently small, this is feasible. However, as the team grows, we propose the creation of a virtual community of practice for teaching staff to exchange strategies on digital pedagogy, inclusion, feedback practices, and use of tools like generative AI or learning analytics.

- It is important to put mechanisms in place to standardize assessment and examination conditions, feedback practices and guidance, in order to ensure an appropriate level of parity.

- While students engage in research through their own projects, involvement in faculty-led research or wider dissemination opportunities is currently limited. Since both academic leadership and faculty members highlighted the research-focused approach of the University, it would be enriching for the students to create optional research assistantship opportunities, student involvement in conference abstracts/presentations, or an online space to showcase student thesis work.

- Several course descriptors list no named staff (yet), which is understandable as this is a work-in-progress. Many modules repeat similar structures, and assessment types without reflecting unique course outcomes. A refinement of course descriptors to clearly align content, delivery, and assessment with module-specific competencies is suggested.

- There is no explicit framework for evaluating whether a student is competent to enter the practicum modules. We recommend the university develop guidelines for evaluation.

- Aside from the WISC-V and RAVENS in PSYSC507, there is no mention of widely used (non-intelligence) tools employed in school settings (Conners' Rating Scales, SDQ, Child Behaviour Checklist, etc). There is also no training in structured clinical interviews or adaptive functioning tools. Perhaps broaden the psychometric toolkit training, with practical administration and interpretation included in assessment modules.
- While PSYSC507 includes interpretation, there is no explicit content on writing professional psychological reports for schools, parents, or multidisciplinary teams. This is a core skill in applied practice that must be systematically taught and assessed.
- PSYSC504 touches on minority students, but there is limited depth in neurodiversity and inclusive education practices or intersectionality (e.g. LGBTQ+ students and SEN). Suggest expanding cultural competence components and embed inclusion across all modules with practical scenarios and legal frameworks.

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	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**
> 3.3 **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

The University ensures that the teaching faculty for the MSc in School Psychology is qualified and selected through transparent and rigorous recruitment processes, as outlined in the institutional Charter and Faculty Handbook. The academic staff hold relevant doctoral degrees across a number of areas within psychology and a critical mass of expertise relevant to school psychology, including in clinical psychology, educational psychology, experimental psychology, occupational/organisational psychology, and research methodsfields directly aligned with the learning outcomes and focus areas of the programme. A new lecturer from 2025 is a registered Educational Psychologist.

The University maintains clear processes for appointment, promotion, and ongoing evaluation. The Charter stipulates that teaching excellence, scholarly research, and contributions to the institution are key criteria in promotion decisions. Opportunities for academic development are provided through access to research support (e.g., internal funding, seed grants, technical infrastructure), and evidence shows that staff regularly engage in academic publishing within their field.

The development of teaching skills, particularly in online environments, is actively supported. Faculty members receive guidance on digital pedagogy and e-learning methodologies, including how to foster online interaction and use tools like LMS forums, H5P, video lectures, and AI-powered assessments. The Generative AI policy also encourages academic staff to stay current with innovations in teaching technologies and ethical implications of AI in education. Very strong collaboration between the Distance Learning Unit and the Faculty members was observed during the visit.

Regular feedback mechanisms are in place, and student evaluations of teaching are conducted at the end of each course. These evaluations assess both content delivery and interaction quality. While it is not yet fully clear how this feedback systematically informs staff development plans, faculty are expected to reflect on student evaluations, which can influence internal reviews and ongoing training initiatives.

There is a culture of innovation, with several faculty integrating new teaching tools, designing scenario-based simulations, and exploring real-life case-based assessments. Employment conditions recognize teaching as a core academic responsibility, with balanced workloads between teaching and research time.

The programme also benefits from visiting lecturers and professionals ensuring students are exposed to current field practices and interdisciplinary perspectives.

Teaching staff number and status

The number and structure of the teaching staff assigned to the programme is satisfactory to ensure high-quality delivery and personal interaction with students. The core teaching team comprises permanent academic staff supported by a small number of adjuncts and visiting professionals. The balance between full-time and part-time instructors is appropriate, with permanent faculty maintaining primary responsibility for course coordination, assessment, and student support.

The ratio of visiting to permanent staff is within acceptable standards, ensuring that institutional knowledge, academic continuity, and curriculum coherence are preserved. Visiting professionals contribute added value through practitioner perspectives and supervision roles during placements.

The workload of faculty appears high and this is unsurprising given the additional burdens associated with creating material on top of business-as-usual delivery. This is of particular importance to consider carefully as the junior academics who make up the large proportion of faculty are also expected to be starting up their independent research careers.

Synergies of teaching and research

Faculty members aim to combine their teaching duties with research in the field of psychology and education. Their recent publications are aligned with the programme's disciplinary scope and inform the curriculum directly. Furthermore, the University promotes a research culture through seed funding, infrastructure support (e.g., neuroimaging software, VR tools), and interdisciplinary collaborations.

External collaboration is also encouraged. Staff members engage with practitioners, professional associations, and academic partners both in Cyprus and abroad. During the visit we had the opportunity to talk with faculty located in the UK, Australia & the USA.

Given the high workload of the core faculty, questions arise as to the capacity of the faculty to engage in sufficient research activity to ensure the desired synergy between research and teaching.

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

- The teaching staff possess doctoral-level qualifications and professional expertise in psychology and education, ensuring alignment with the programme's objectives and EQF Level 7 learning outcomes.

- We were particularly impressed with the motivation, expertise, and dedication of the programme director, Dr. Mikellidou.

- Staff are encouraged and trained to implement digital tools such as interactive video content, online simulations, discussion forums, and structured reflection activities that enhance e-learning engagement.

- The University has codified processes for recruitment, promotion, and teaching assessment, outlined in the Faculty Handbook and Charter, ensuring fairness and consistency.

- The University's policy on the use of generative AI demonstrates forward-thinking leadership, providing both staff and students with clear guidelines for responsible and ethical integration of emerging technologies in teaching and learning.

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.

- Faculty demonstrate competence in online teaching, but evidence of systematic pedagogical training in distance learning strategies is limited. There is evidence of several ad hoc webinars and workshops, but we consider it more efficient to introduce an institutional e-learning certification or micro-credential programme for faculty teaching in online programmes, focusing on interactivity, assessment, and digital inclusion.

- Promote more structured involvement of MSc students in ongoing departmental research initiatives, such as optional assistantships, co-authored conference presentations, or journal article collaborations.

- Innovative practices are present, but currently depend on individual initiative rather than collective sharing. We recommend the organisation of annual internal teaching showcases or peer-led workshops where staff present and share their use of new technologies, assessment strategies, or student engagement practices, for example during the yearly retreat.

- We suggest that careful consideration is required to ensure that workloads for the early career academics are balanced in a way to support the development of programmes of research which put in place adequate foundations for strong research career development. This will be needed to ensure the ambitious research-led emphasis on this programme (among the wider departmental education portfolio).

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

The University has pre-defined and publicly available regulations governing admission to the MSc in School Psychology, outlined in the Graduate Student Handbook and aligned with national and European standards. Admission requirements include possession of a relevant undergraduate degree in psychology or education, as well as adequate language proficiency in English or Greek depending on the instructional language of the selected pathway (although Greek wasn't mentioned during the presentation). Given the legal requirement for an undergraduate degree in psychology in order to work as a school psychologist, it should be made explicit to applicants that an undergraduate degree in education would not qualify them to work as a school psychologist.

The admission process is transparent and consistently applied. Applicants submit academic transcripts, proof of qualifications, and a motivation letter, which are assessed by the programme admissions committee. For international applicants, the recognition of degrees is based on guidelines consistent with the Lisbon Recognition Convention, and the University cooperates with the Cyprus ENIC/NARIC centre where applicable. The responsibility for admission relies on the admissions teams and not the academic team. Information for prospective students, including deadlines, fees, and programme details, is available online and through institutional communication channels with the admissions team. The process is designed to accommodate both domestic and international applicants, even though this program focuses mostly on domestic applicants.

Student progression

Regulations regarding student progression are clearly articulated in the Graduate Student Handbook and programme documentation. These include conditions for moving between semesters, passing course modules, completing practicum components, and submitting final research projects. The requirements are consistent with ECTS

expectations and EQF Level 7 outcomes. The programme follows a coherent sequence of foundational and advanced modules, ensuring that students build progressively on their competencies. A minimum academic performance threshold is in place, and procedures exist for handling academic probation, deferrals, or withdrawals.

Student progression is monitored through course completion data, submission tracking in the LMS, and periodic progress reports from student support people, especially in practicum and research modules. Though comprehensive use of statistical data was not presented during the visit, the infrastructure and systems for tracking performance and intervening when needed appear established satisfactorily.

Student recognition

In practice, students may apply for transfer of credits or recognition of relevant non-formal learning (e.g., professional experience), particularly in relation to practicum exemption considerations. Although this wasn't mentioned during the visit, the mechanism is in place and aligned with European recognition standards. The University engages with relevant national and international partners to support coherence in recognition, including cooperation with ENIC/NARIC where required.

Upon successful completion of the MSc programme, students receive a formal degree certificate accompanied by a Diploma Supplement in line with European and international standards. This supplement details the qualification awarded, the learning outcomes achieved, the level and duration of studies, and the grading scale.

The Diploma Supplement is available in English and complies with the template recommended by the European Commission, the Council of Europe, and UNESCO/CEPES. This facilitates transparency for employers and academic institutions both within and beyond Cyprus.

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

- Course sequencing and prerequisite structures (e.g. research and practicum modules) support logical progression and learning scaffolding, ensuring students build competencies incrementally.

- The current compulsory courses only curriculum ensures relatively big groups for proper peer-to-peer interaction and collaboration.

- Students are informed of the certification criteria and procedures from the beginning of the programme, ensuring transparency and reducing confusion at the point of graduation.

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.

- Expand the guidance and communication around recognition of prior learning, particularly for experienced practitioners applying to the programme or requesting credit for practicum-related competencies.

- Lack of electives decreases opportunities for specialization and can reduce the attractiveness of the programme.

- Specify the exact entry requirements and whether or not the undergraduate degree held by the applicant will qualify them to work as a school psychologist upon completion of the MSc.

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

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

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:*
  - o *Simulations in virtual environments*
  - o *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 MSc in School Psychology integrates a rich variety of interactive activities into its online learning environment. Each course includes weekly tasks and multimedia materials that actively engage students through simulations, case-based learning, formative quizzes, and reflective discussion forums. These activities are clearly outlined in the study guides and support students in applying theory to real-life educational and psychological contexts. The programme effectively uses digital technologies to immerse students in practice-based scenarios. In particular, courses such as Child and Adolescent Diagnostic Assessment and Psychological Interventions in Schools replicate authentic diagnostic and intervention decision-making processes, enabling students to experience professional dilemmas and ethical judgments in a virtual setting.

The university's distance learning unit provides centralized support for course design, integrating international pedagogical standards for digital education. Course creators are supported in using modern tools such as H5P, audio-visual materials, and collaborative platforms. The pedagogical planning team ensures that each course is aligned with e-learning best practices and promotes student-centred and flexible learning.

Learning materials and resources are fit for purpose, and the infrastructure is prepared to accommodate fluctuating enrolments. The university has demonstrated responsiveness to increased student numbers by hiring additional tutors and expanding digital access to learning materials. There is a strong alignment between the pedagogical approach and the technological infrastructure, ensuring sustainability and resilience.

Physical resources

While the programme is delivered fully online, the University of Limassol maintains a physical campus with some facilities, including access to a small library, computer labs, and study rooms. These are available to students who reside locally or wish to engage in optional in-person activities or workshops. The physical library, while it has limited resources, is supported by a digital library service, giving all distance learners access to academic journals, databases, e-books, and software needed for academic work and research. The university has invested in high-quality IT infrastructure that supports smooth delivery of synchronous and asynchronous learning, even in times of increased enrolment or digital demand. According to the librarian, access to key additional databases (such as Scopus) and the National Library access system is expected soon.

Facilities are well-maintained. Students are informed about available resources via the Graduate Handbook and the online student portal.

Human support resources

Students are assigned student advisors, wellness advisors, practicum supervisors, and research advisors, all of whom are qualified professionals in the field of psychology or education. Support staff-student ratios seem rather high, especially for the wellness advisor (who is 1 for all existing students). Communication is maintained through LMS tools, email, and scheduled teleconferences.

In addition to academic support, the university offers access to administrative staff, career services, IT support, and library help desks, ensuring students can easily find guidance on both academic and procedural matters.

Special accommodations are available for students with disabilities or specific learning needs, and policies are in place to ensure equitable participation. Students also benefit from digital orientation sessions, writing support, and guidance on using online tools effectively.

The university also has a growing team of specialized support staff, including those supporting e-learning and instructional design, counsellors for personal well-being, and a helpdesk for inclusive education. The capacity of this team is currently reviewed and expected to scale.

Currently, the nature of student support resources and the articulation of these resources is very much targeted to on-campus cohorts. There are some developing conversations about how a similar level of support for distance learning students can be fostered and maintained.

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

- A dedicated e-learning unit and pedagogical planning team support faculty in designing high-quality digital learning environments and interactive content tailored to adult learners.

- The University demonstrates resilience in adapting to increased student numbers by expanding digital access, hiring additional tutors, and maintaining the technological infrastructure to support both synchronous and asynchronous learning.

- While the physical library is limited, the digital library provides access to essential academic resources, and future integration with platforms like Scopus and the national access system will further enhance scholarly support.

- Students benefit from access to academic advisors, practicum and research supervisors, administrative and technical support, and wellness advisors. This holistic structure supports student well-being and academic success.

- The institution actively addresses diverse learning needs, offering accommodations for students with disabilities and providing inclusive, equitable access to learning opportunities.

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.

- Practicum placements must provide explicit skill training and supervision aligned with the School/Educational Psychology specialty, including psychological assessments, behavioural and performance interventions in educational settings, and the application of psychological knowledge to promote best practices in schools. A minimum of 300 direct hours, must be completed in school settings, under the supervision of a Registered Educational Psychologist with relevant applied experience and as mentioned in earlier sections. Overall, at least 60% of the total practicum hours must be direct hours. The University is responsible for maintaining detailed records of each student's practicum, including direct and indirect hours and contextual characteristics, and must ensure equal opportunity access to placements while adhering to the agreed practicum criteria. It is suggested that the practicum sites' numerical availability to accommodate trainees, guides the University's yearly intake numbers.

- Although a digital library compensates well, the physical library's resources are currently modest. We encourage the School to continue investing in expanding physical holdings relevant to psychology and school-based practice for students who may prefer or benefit from hybrid learning access. Access to Scopus and the interconnected library system in Cyprus is very important for a research-oriented 150 ECTS master program.

- Consider hiring an additional wellness advisor and implementing peer-support systems to supplement well-being services, particularly for students managing professional and academic demands. The EEC was told that student advisors support the wellness advisor but this is a most specialised service and new experts would enhance such important tasks, including medical referrals.

- Explore partnerships to formally integrate Erasmus+ mobility into practicum modules, expanding students' professional exposure and intercultural competence. For an online program only with local students, this could be an added value and incentive for interested people to enrol in the program.

- Although support services are available, access is spread across handbooks and various platforms.

- The EEC recommends the development of an online "student café" (or alternative initiative) to improve sense of belonging, social interaction and the development of societies among distance learning students.

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

Sub-area	*Non-compliant/* *Partially Compliant/Compliant*

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

D. Conclusions and final remarks

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

We appreciated the warm welcome that was extended to us, as well as the candid sharing of the information we requested to make an assessment. We were particularly struck by the energy and investment of the faculty, and especially by the leadership of the psychology department. Based on the provided materials and interviews during the site visit, we would like to offer the following observations, keeping in mind the Rector's invitations to make our comments constructive and development-oriented.

The MSc in School Psychology at the University of Limassol is a well-designed and competently delivered distance learning programme that aligns well with the expectations of a Level 7 qualification under the European Qualifications Framework (EQF). It demonstrates strong integration of theoretical knowledge, applied competencies, ethical reasoning, and reflective practice—key hallmarks of postgraduate education in professional psychology.

The programme's learning outcomes are clearly defined and consistently operationalised through course content, assessment strategies, and practicum experiences. Students are expected to demonstrate advanced knowledge and understanding of psychological theory and practice, apply research-informed solutions to complex problems, and work independently with professional responsibility—closely corresponding with EQF descriptors for Master's level qualifications.

Strengths across the programme include:

- A solid pedagogical framework that supports active, student-centred, and digitally enhanced learning.
- A strong emphasis on ethical and professional standards.
- A well-structured practicum that bridges theory and practice.
- Highly motivated early-career academic staff with research interests aligned to the content of the programme.
- Strong departmental leadership with clear support from senior leadership. Dr. Mikellidou is a model of excellent departmental leadership which is particularly remarkable given her early career stage (Assistant Professor).
- Adequate and scalable digital and human resources.
- Student support structures that address diverse learner needs.

As well, several opportunities for enhancement were identified to further align the programme with emerging best practices in European higher education:

- Deepen the use of learning analytics and structured feedback loops to track student progression, engagement, and workload alignment with ECTS credits, thereby reinforcing the programme's transparency and continuous improvement ethos.
- Formalize opportunities for student participation in faculty-led research, which would not only enhance scholarly engagement but also strengthen the integration of research and teaching.
- Enhance support services, particularly in the area of wellness advising, reviewing student-to-staff ratios to ensure that learners receive timely and individualized care.

- Strengthen public communication and visibility of academic and administrative procedures, including recognition of prior learning, student mobility pathways, and graduate outcomes. A centralized student-facing portal could further consolidate access to academic and support services.

- Implement mechanisms to assess the long-term impact of the programme, including graduate employability and satisfaction, to support strategic development and accreditation renewal.

- Despite clear and unambiguous support from management, the high teaching load associated with developing programmes, constrains the ability of faculty to be involved in research projects. We recommend that senior leadership in the university takes careful consideration of the composition of the faculty in order to ensure ongoing success of this programme (amongst the wider educational portfolio) and appropriate development of the highly motivated staff team.

In conclusion, the MSc in School Psychology at the University of Limassol is a well-structured programme with clear EQF-level alignment and a strong potential for future development. Its design reflects contemporary pedagogical principles and the growing need for flexible, accessible, and professionally relevant postgraduate education in the field of psychology. Continued investment in student support, transparent quality monitoring, and strategic internationalisation will further consolidate its contribution to the training of competent, ethical, and reflective school psychologists in Cyprus and beyond.

E. Signatures of the EEC

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