Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus
External Evaluation Report
Program of Study

Institution: UNIVERSITY OF CYPRUS
District: NICOSIA
Name of the Program of Study in Greek:
Μεταπτυχιακό Πρόγραμμα «Μάστερ στη Σχολική Ψυχολογία»
Name of the Program of Study in English:
Magister Artium in School Psychology
Department: Department of Psychology
Language/s of instruction: Greek
Faculty: Faculty of Social Sciences and Educational Sciences
Program Status (check √ where applicable):
  ➢ New Program of Study: ………
  ➢ Currently operation Program of Study: ………
    • Registered but not evaluated ✓
    • Evaluated and accredited by SEKAP ………
    • Evaluated by the Cy.Q.A.A. and did not get accreditation ………

  Program Category (check √ where applicable):

  ➢ Conventional ✓

  ➢ Distance Learning ………

  ➢ Inter-university (Name of collaborating university/ies) ………

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Prof. M. Westenberg (chair)	full professor	Leiden University
Prof. P. Bijttebier	full professor	KU Leuven
Prof. S. Dunsmuir	full professor	University College London
Prof. O. Wilhelm	full professor	Ulm University
Mrs. V. Trillidou	student	Cyprus University of Technology

ΔΙΠΑΕ
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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INTRODUCTION:

I. The External Evaluation procedure

Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education wished to obtain services of an External Evaluation Committee (EEC) in the evaluation - accreditation process of higher education programs of study. The EEC examined a programme of an institution of higher education in accordance with the provisions of Law 136(I)/2015 to 47(I)/2016. The program examined was:

School Psychology (Magister Artium, 180 ECTS) - University of Cyprus

The "Guidelines for the Members of External Evaluation Committees" specify the purpose and goals of the external evaluation as follows:

- The external evaluation is a regular, objective and independent assessment.

- The evaluation is to be carried out periodically by experienced external evaluators.

- The evaluation should clarify whether or not

a) the Master degree of School Psychology accomplishes results consistent with its predefined plan,

b) this plan is appropriate for the accomplishment of the institution's objectives, and

c) the plan is effectively implemented, thereby ensuring the accomplishment of the institution's goals and the improvement of its quality.

More specifically the guidelines detail tasks of the external evaluation committee (EEC). The EEC needs to verify the objectivity of information appearing in the materials submitted (specifically Doc. Number: 200.1). The EEC is asked to check submitted data selectively. The EEC is asked to quantitatively and qualitatively assess and evaluate the results of the work done within the program. The EEC should compare this work with internationally accepted best practices. The EEC will advise and suggest alternative practices and improvements where appropriate.

The evaluation and this report adhered to the above evaluation regulations.

The committee studied the document "Application for evaluation – accreditation – program of study" with the following content:

- A. PROGRAM'S GENERAL PROFILE
- B. PROGRAM'S CONTENT
- C. APPLICATION INFORMATION
- D. SPECIFIC INSTRUCTIONS FOR COMPLETING THIS DOCUMENT
- E. TABLES: 1–STRUCTURE OF THE PROGRAM OF STUDY, 2–LIST OF COURSES OF THE PROGRAM OF STUDY, 3–TEACHING PERSONNEL, COURSES AND TEACHING PERIODS IN THE PROGRAM OF STUDY, 4–TEACHING PERSONNEL, QUALIFICATIONS AND TOTAL NUMBER OF TEACHING PERIODS
- F. ANNEXES: 1–LIST OF COMPULSORY COURSES AND ELECTIVE COURSES, 2–COURSE DESCRIPTION, 3–DETAILED BIOGRAPHICAL NOTES, 4–INFRASTRUCTURE, 5–QUALITY STANDARDS AND INDICATORS, 6–STUDENTS WELLFARE, 7–SAMPLE OF DEGREE, 8–POSTGRADUATE RULES, 9–PRACTICAL TRAINING HANDBOOK.

In addition, the committee studied the document "External evaluation of higher education institutions - New program of Study – Guidelines for the members of external evaluation committees".

During the site visit the committee received documents with the following content:
- Presentation – University of Cyprus
- Presentation – Department of Psychology
- Presentation – Master School Psychology Program
- Presentation – Practical Training Arrangements (PTA)
- DIPAE Report - MA School Psychology Program
- Practicum Guide – MA School Psychology Program
- Detailed Program of the MA School Psychology Program
- Admission Criteria in MA School Psychology
- Indicative list of teaching material in MA School Psychology
- Samples of Exams given in courses in MA School Psychology.

During the site visit the committee were also shown samples of students' articles, projects and presentations.

II. The Internal Evaluation procedure

Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

A comprehensive document was provided, that gave a detailed description of the program. Self-appraisal indicated that all criteria had been met, on the basis of advice received from the University of Cyprus. There was no differentiation in the judgements made (the 5-point Likert scale was not used), nor any evidence of critical reflection and potential developments. The application   would have been

strengthened by a detailed, course-specific SWOT analysis and an orientation towards further development and improvement of the program.

During the visit it became clear that the staff are very committed and proud of the program. The committee was concerned that the documentation contained errors, e.g. in relation to ECTS. Also, not all of the information provided was tailored to the purpose of evaluating the school psychology program; some crucial information and documentation specific to the program was lacking, e.g. a comprehensive list of school psychology related accomplishments (e.g. publications, internal funding).

The visit schedule was intensive, and extensive information was presented. Elements of this were already in the documentation the committee studied beforehand. The committee would have welcomed more protected time for discussion with the program team, which possibly could have been made available by reducing repetition of information.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Teaching on the MA in School Psychology is provided by a wide range of staff from across the Faculty. The recent recruitment of Dr Shimi reflects the positive support of the University of Cyprus to strengthen staffing to include individuals with qualifications and relevant experience in the domain of school psychology. We commend the plans for recruiting another member of faculty with this background, to complement the existing staff profile.

One notable strength of the MA School Psychology is the organisation of the practicals and the internship, planned in close connection with the professional field. For all students the clinical internship is secured through the Educational Services of the Ministry of Education and Culture.

The organisation of this part of the program compares very favorably to high European standards. There is ample attention given to providing practicum experiences that provide students with learning goals that are relevant to the role of the school psychologist in Cyprus.

There is excellent monitoring of student progress and student welfare, e.g., mid-point evaluation by all instructors, clinical supervisors and academic advisors; detailed feedback, mentoring, and personal assistance and remedial opportunities when needed.

The quality of supervision is very high. Many of the supervisors having a doctoral level qualification. Supervisors are selected and provided with training and development in supervision opportunities. Also there is a much appreciated yearly meeting with supervisors. Supervisors noted that provision of continued education by the university would be a desirable goal to ensure further development of this element of the program.

At the end of the trajectory, a final professional competency exam is organized, with detailed and fair procedures to ensure high quality of practice. As such, the university takes responsibility to deliver graduates that are well-prepared for workforce needs and are fit to practice (this is not a requirement for obtaining a professional license).

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

An asset of the program is the fact that most graduates obtain employment, even in spite of the financial crisis in the country. By integrating practice and science, the program contributes to the development of school psychology services in Cyprus. A win-win situation is realized, as students bring new knowledge and insights to the services.

- **Structure and Content of the Program of studies**

A clear conceptual framework underpins the structure of the program. There is progressive development of knowledge and skills over the period of study, augmented by the practicals (e.g. shifting the focus from typical to atypical development).

Initial inspection of course materials and documentation indicated that coverage of research methods and statistics is insufficient in comparison to international standards. Discussion with the course team indicated that this is addressed to a greater extent than was initially apparent. It would be very helpful if course objectives and content in relation to research methods and statistics were reviewed. This should include consideration of increased coverage, with key elements that are already embedded in other course modules made explicit.

- **Quality Assurance of the Program of studies**

Quality assurance processes are well-developed. The University of Cyprus has clear internal procedures for assuring quality indicators and criteria, focusing on the main areas of academic mission (e.g., collection of teaching evaluation data). It would have been helpful if the evaluation committee had had access to evaluation data from across the school psychology program. It would have allowed the committee to comment on that.

- **Management of the Program of Study**

The interface between the institution and the professional practice is well taken care of. The committee lacked information about the management of the program itself. It would have been helpful to see an organisational chart and related information, making explicit the lines of accountability, status and authority of the main staff running the program. The mandate of the three-member program committee remains largely unclear (waiting for instructions and resources versus responsibility for the distribution of instructions and resources). The committee thinks that it is crucial for

the future development of the program that the program committee has an appropriate authority. Members of the faculty discussed problems of career progression within existing salary structures and the resultant status of individuals with key responsibilities on the program.

- **International Dimension of the Program of Study**

The Master School Psychology program obtained accreditation of the ISPA as the first program outside the USA. The program is also in the process of being eligible for the EuroPsy certificate.

The program staff expressed commitment to internationalization and seeking global perspectives in school psychology practice. This is done in a range of ways, e.g., inviting guest speakers from overseas and colleagues from outside Cyprus to contribute to the final competency exam, making connections with other school psychology programs through online training, student and staff attendance at school psychology conferences and seeking training opportunities from international colleagues. The University of Cyprus will be hosting the ISPA conference in 2020, another testament of its commitment to establishing strong links with colleagues in the international school psychology community.

- **Connection with the labor market and the society**

There is an excellent connection to the professional field: graduates successfully apply for their license, their profession is secured under Cypriot Law, and most graduates find a suitable job. There is a defined statutary role linked to Cypriot legislation in relation to special education. The (former) students drew our attention to the fact that the program is largely focused on the public sector, where there is an indication of a changing trend, which may have an impact on employment possibilites in the near future. The program team should take into account the developing needs of the future labor market and wider society. Employment prospects for school psychologists in Cyprus are changing. Currently, the remit is constrained by legal specifications relating to professional activity, hampering the development of a broader role. This would provide access to high quality psychological services for the whole population (rather than just those in the public sector).

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

There is a strong research orientation in the psychology department as a whole. Teaching staff have impressive CVs; all hold a PhD and have very good research track records. This provides many opportunities for the research-teaching interface. However, the evaluation committee considered that opportunities for students to address key research questions in school psychology would be enhanced by increased opportunities for participation in research (including practice-based research).

The committee is of the view that having a thesis as compulsory part of the master's program (e.g. 30 ECTS) is indispensable to meet international standards. In order to adequately prepare students for that, a focus on research methods and statistics should be included from the foundational year onwards. Current students informed us that they all intend to undertake a master's thesis, so there are indications of the high value and level of interest in this element of the program. We recommend that the program team reviews the scheduling and amount of teaching necessary to support students to undertake a master's thesis, and include this as a core requirement.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

Administrative support is valued and of high quality. The infrastructure is well-developed to support the academic mission and the plans for the future are promising. The financial planning demonstrates clear prioritisation based on a range of criteria. There have been hard times due to the financial crisis, but careful management has ensured the continuity of the program with new opportunities for growth now that the situation has eased. School psychology in Cyprus is clearly valued within the university and by government, as demonstrated by matching of funding for training and societal needs.

5. DISTANCE LEARNING PROGRAMS

Not applicable

6. DOCTORAL PROGRAMS OF STUDY

Not applicable

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The conclusions follow the guidelines of the evaluation process. We have refrained from a full program audit (including financial considerations) as this is beyond the scope of the commission. Nevertheless the EEC will comment on some aspects of resourcing, based on information supplied. The following summary includes essential positive aspects of the program and areas for improvement and development. The conclusions are based on a careful consideration of comparisons with similar programs in other countries.

The MA in School Psychology is staffed by enthusiastic, committed staff who have created and carried this ambitious program forward, despite challenges that have been encountered. The quality of professional training is shown by the status of its graduates and the developments in school psychology practice in Cyprus. The next challenge is to plan for sustainability and ensure robust structures and staffing for the future. This report has suggested some areas for improvement, that will enhance both the research base and school psychology practice.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators
External Evaluation of a Program of Study

Institution: UNIVERSITY OF CYPRUS
Program of Study: Magister Artium (MA) in School Psychology
Duration of the Program of Study: 3 years
Evaluation Date: 16/02/2019

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable **for each quality standard/indicator**.
1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Prof. M. Westenberg (chair)	full professor	Leiden University
Prof. P. Bijttebier	full professor	KU Leuven
Prof. S. Dunsmuir	full professor	University College London
Prof. O. Wilhelm	full professor	Ulm University
Mrs. V. Trillidou	student	Cyprus University of Technology

Date and Time of the On-Site Visit: …15th February 2019…………………….

Duration of the On-Site Visit: …12 hours …………………………………

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					√	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					√	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					√
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					√
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					√
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					√
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					√
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					√
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities					√
	1.1.4.2	library					√
	1.1.4.3	infrastructure					√
	1.1.4.4	student welfare					√
	1.1.4.5	academic mentoring					√

1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				√	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				√	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			√		
1.1.8	Control mechanisms for student performance are effective.				√	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				√	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				√	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				√	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study. 8-10

β) the countries of origin of the majority of students. Cyprus

γ) the maximum planned number of students per class-section. 10

1.2	**Teaching**	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				√	

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		1	2	3	4	5
1.2.2	The methodology of each course is suitable for adults.					√
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				√	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				√	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					√
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			√		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			√		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				√	
1.3.2.2	Publications within the discipline.				√	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				√	
1.3.4	Special Teaching Personnel and Special Scientists have the				√	

	necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					√
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					√
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				√	
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					√
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			√		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			√		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

	2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS					
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				√	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				√	
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				√	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				√	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				√	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.				√	
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Ratings reflect a combined, general judgement of all components of the program. The practicum was reported by students, supervisors and coordinator as having marked strengths and representing excellent practice. There are areas of improvement for the academic elements.

2.2	**Structure and Content of the Program of Study**	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			√		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				√	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				√	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			√		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				√	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			√		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			√		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				√	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

None

2.3	Quality Assurance of the Program of Study		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					√	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
	2.3.2.1	the members of the academic personnel				√	
	2.3.2.2	the members of the administrative personnel				√	
	2.3.2.3	the students.				√	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					√	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4	**Management of the Program of Study**	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				√	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					√
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				√	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					√
2.4.5	Information relating to the program of study are posted publicly and include:					
	2.4.5.1	The provisions regarding unit credits				√	
	2.4.5.2	The expected learning outcomes				√	
	2.4.5.3	The methodology				√	
	2.4.5.4	Course descriptions				√	
	2.4.5.5	The program's structure				√	
	2.4.5.6	The admission requirements				√	
	2.4.5.7	The format and the procedures for student assessment				√	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				√	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				√	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

2.5	**International Dimension of the Program of Study**	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				√	
2.5.2	The program attracts Visiting professors of recognized academic standing.				√	
2.5.3	Students participate in exchange programs.			√		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	**Connection with the labor market and the society**	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					√
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					√
2.6.3	Benefits, for the society, deriving from the program are significant.					√

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			√		
3.1.2	New research results are embodied in the content of the program of study.			√		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				√	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				√	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				√	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				√	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				√	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			√		
3.1.9	Student training in the research process is sufficient.		√			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					√
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				√	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				√	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					√
4.2.2	There is a supportive internal communication platform.				√	
4.2.3	The facilities are adequate in number and size.				√	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				√	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				√	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				√	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3	**Financial Resources**	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			√		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				√	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			√		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The following criterion applies additionally for distance learning programs of study.

5.	**DISTANCE LEARNING PROGRAMS**	1	2	3	4	5

5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					

5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through					

	Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Thank you for the opportunity to review the MA in School Psychology at the University of Cyprus. We hope that our comments have recognized the many strengths of the program and assisted the process of critical self-review.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Prof. M. Westenberg (chair)	
Prof. P. Bijttebier	
Prof. S. Dunsmuir	
Prof. O. Wilhelm	
Mrs. V. Trillidou	

Date: ………16th February 2019…………………….