

Doc. 300.1.1/2

Date: Date.

# External Evaluation Report (E-learning programme of study)

- **Higher Education Institution:**  
EUROPEAN UNIVERSITY CYPRUS
- **Town:** NICOSIA
- **School/Faculty (if applicable):** School of Humanities,  
Social and Education Sciences
- **Department/ Sector:** Social and Behavioural Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

#### **In Greek:**

Επαγγελματικός Προσανατολισμός και  
Συμβουλευτική (18 μήνες / 90 ECTS, Μεταπτυχιακό),  
Εξ' αποστάσεως

#### **In English:**

Career Guidance and Counselling (18 Months / 90  
ECTS, Master of Arts), Distance Learning

- **Language(s) of instruction:** Greek, English
- **Programme's status:** Currently Operating



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



## A. Introduction

*This part includes basic information regarding the onsite visit.*

**Before the visit:** The contacts with the members of the Committee made before the visit were carried out effectively in order to organize the work of the evaluation in time for the visit. A number of useful documents were made available in order to have information for the visit itself, so that it could be carried out in effective way.

**The on-site visit:** the visit included meetings with University governance, with both the academic and admin leads of the proposed program, as well as with students (current and graduated). During the on line visit it was possible to examine aspects relating to the university organization in general and specific aspects associated with the programme. The visit was very well organized, with precision and punctuality and with specific materials useful for a better understanding. The willingness to support the Committee in its work was evident.

**After the visit:** further materials, documents and videos have been made available, also following specific requests, which have allowed further in-depth analysis.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Stylios Hatzipanagos</b>	Professor	University of London
<b>Laura Nota</b>	Professor	University of Padova
<b>Jerome Rossier</b>	Professor	University of Lausanne
<b>Moshe Tatar</b>	Professor	Hebrew University of Jerusalem
<b>Nataly Chiridou</b>	Student	University of Cyprus
<b>Name</b>	<b>Position</b>	<b>University</b>

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

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

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

### **Sub-areas**

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

### **1.1 Policy for quality assurance**

#### Standards

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

### **1.2 Design, approval, on-going monitoring and review**

#### Standards

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

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

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

### Findings

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

The programme undergoes a structured quality review process involving both faculty, students, other university staff, and community stakeholders. The process takes into account society's needs for career



counselling, maps out possible knowledge and skills to be promoted, with input from a variety of stakeholders, including students.

The virtual visit made it clear that there is an effort to find and offer updates to the curriculum, content, and goals, that take into account the social trends of recent times, including pandemic ones.

Work has been done to ensure learning based on logical and coherent sequences of content, and efforts have been made to minimize overlap. Teachers interact with each other with a focus on being aware of each other's topics, content, and outputs. The programme and its organization seems to foster digital skills, communication skills, a propensity to act with agency.

Students point out that the course is organized in such a way that it allows them to balance study commitments, work activities, but also and at the same time other family commitments. The workload seems to be balanced. From the exchanges we've had, the characteristic of flexibilities and a focus on implementing personalized activities to help students emerge.

The programme is international and therefore addresses a wide audience, tending to capture mainly Greek students in addition to Cypriots. The website gives the basic information in English, although some of it seems to be in Greek only.

The organization pays attention to the employment processes of the students, and also pays attention to those who are already graduates; these people's voices are considered and feedback is collected. The data on dropping out are clear and there are services for those who have dropped out/are going to drop out to analyze the reasons and reflect on actions to encourage engagement in study.

### Strengths

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

- The presence of a precise and well-structured quality assurance system involving different types of people
- The attention given to stakeholders and students, including those who have graduated, their voice and feedback, as well as international experts
- Evaluation system at various levels aimed at promoting and improving the programme, reiterated over time in a process of overall growth
- Attention to possible critical situations, with a preventive view, with regard to teachers and students, as well as the propensity to recover problems (drop out)
- Attention to European and international standards in terms of content and objectives to be pursued and to implement updates in relation to this

### 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.*

- Bring out more clearly and distinctly in the content, related references and bibliography of courses, the processes of updating, the relationship with the most recent reflections in this scientific field
- Formally include in the programme content other disciplines (economics, law, sociology, etc.) in order to promote a more interdisciplinary preparation
- Provide for knowledge and ability to act also in relation to environmental and contextual factors (e.g., economic conditions, inequalities and their causes, etc.) considering that career constructions are also the result of structural contextual conditions

- Provide for a relationship between the programme and international scientific organizations (e.g. European Society for Vocational Designing and career counselling; Network Nice, etc.) in the European context and more intense and formal relations with other European universities that have courses in career counselling and career guidance to promote exchanges between teachers and students

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

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

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

### Sub-areas

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

**2.2 Practical training**

**2.3 Student assessment**

**2.4 Study guides structure, content and interactive activities**

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

#### Standards

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

### **2.2 Practical training**

#### Standards

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

## 2.3 Student assessment

### Standards

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

## 2.4 Study guides structure, content and interactive activities

### Standards

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

*You may also consider the following questions:*

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

### *Findings*

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

This is a very relevant programme from the point of view of its content. It allows students to adequately develop their counselling skills and practical abilities (for example, in the field psychological assessment). Students seem particularly employable at the end of the course.

The structure of the programme is balanced with some theoretical courses (COU 630, COU 600), some practical courses (COU 600, COU 640, COU 650), a course about ethical consideration, and some courses about research in this field (COU 620, COU 660).

The students seem to question sometimes the necessity of the Master thesis. If the Master thesis is removed, the COU 620 course (research methods and statistics) is not very useful anymore. Considering that most academic programmes in Europe include a thesis, it would be very important to assess if the removal of the

thesis would have a negative impact on the recognition of this programme or not. If the thesis is removed, it could allow to include a practical part for all students, or to develop other areas, as multicultural counselling, etc.

### Strengths

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

- It allows students to develop their employability and be recognized as career counsellors.
- The fact of having no more than 30 students per course is an important strength.
- Courses are given by a competent team of academics. Most of the professors have a background in career guidance and counselling but some have also another background in educational sciences or child protection and social policy. The mix is interesting and relevant. The programme can be delivered at distance and allows students to have professional activities.
- As mentioned by students during the visit the prize is right and in line with the quality offered. The structure of the programme and the core courses are adequate.
- The practicum that is offered over and above the 90 ECTS seems to be a very relevant module.

### 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 programme for now is balanced and relevant. However, two aspects were not very clear. The first aspect concerned the practical part. It seems that most student do not take the additional practicum. So, their guidance and counselling skills are assessed during the COU 600 and COU 640 courses. However, it would be interesting to further develop a way to take their practical experience into consideration (it could be by means of supervision). It is also not very clear how the programme deals with the heterogeneity of the guidance and counselling experience of students.
- The second aspect concerns the knowledge of the educational system and of the labour market. When offering career guidance and counselling, being able to give reliable information about educational possibilities or the situation in the labour market is important. For this reason, this aspect could be included in a course together with some information about relevant public policies about social insurance, for example.
- In the course description, for each course, some references to classical texts are provided. It would be good to add more recent references in addition to the older ones.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

2.4	Study guides structure, content and interactive activities	Compliant
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### 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.*

1. The University ensures and reinforces the competence of their teaching staff.
2. 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.
3. Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.
4. Conditions of employment that recognise the importance of teaching are provided.
5. The number of 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

The teaching staff includes eight faculty members (four are employed full-time and the additional four are external collaborators). A review of their CV's revealed the implementation of satisfactory selection criteria: Professionally and academically, the teaching personnel are highly qualified for the teaching commitments they undertake. They all have backgrounds suited and relevant to this academic programme given that they are good researchers, professionally competent and highly committed to the programme success. The Programme Coordinator is qualified and understands the complexity and challenges in putting the programme together.



The University goals regarding hiring personnel takes into account: quality of teaching; productivity in publications and gathering research funds (through the incentive of reducing the teaching load for those that succeed to attract funding); professional service and professional developmental of the staff. These demands are good pillars for bringing together high- qualified faculty members. The process of selection of the personnel emphasizes the University's goals whereas the initial and the on-going professional development programme are aimed at assuring (through their reinforcements) the inclusion of appropriate and relevant faculty members.

### Strengths

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

- Very appropriate and effective processes of professional development for the teaching faculty members (at their beginning as teachers and even prior to that, as an ongoing process through monitoring teaching practices)
- Attractive incentives for enhancing publication productivity and succeeding in achieving competitive research grants.
- Good and efficient support for maintaining a fair level of teaching on e-learning.
- Most of the teaching staff is actively engaged in research activities and has a high motivation for it. Applying research topics of high relevance integrating own research experience into the curriculum improves the teaching quality, because teaching and research go hand in hand.

### 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 challenge of supervising MA Theses of all students enrolled in the Programme.
- Broadening the focus of teaching topics including intercultural aspects vis-à-vis Career Guidance.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant
<b>3.3</b>	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.*

Students entering the programme have to comply to the rules and criteria specified by the institution. Specifically, to be eligible for enrolment in the programme, candidate students should have obtained a recognized bachelor's degree (or its equivalent) in any discipline. No minimum threshold in the final grade of the degree acquisition exists. Additionally, applicants have to demonstrate proof of proficiency in English. The institution has specified a clear set of conditions justifying "proficiency" in English such as the minimum grade to be achieved in a recognized certification of the English language (e.g., TOEFL, GCEs and IELTS). In cases that the above English language requirements cannot be met for practical reasons, a student shall take the English Placement Test of the University. Furthermore, a clear policy for evaluating requests for transferring credits has been defined whilst the programme does not require any prior work experience. Lastly, the admission requirements for the study program correspond to the level of the study and the admissions criteria seem to be implemented consistently and in a transparent manner.

Clear regulations and procedures for the students' progression are in place. All regulations are conveyed to students in a clear way. The learning outcomes are communicated to students well ahead of time through the courses' syllabi as well as during the introductory lecture for each course. In addition, students are well aware of their tasks and obligations in their academic progress. The students can regularly monitor their progress through the feedback provided by the course instructors and make the necessary adjustments accordingly. Each student enrolled into the programme is assigned at the beginning of his/her studies to an academic advisor for the entire duration of his/her studies. Advisors support students by monitoring their progress, utilising the resources at their disposal, advising them on reaching their educational and career goals. Finally, there is an active involvement of the Program's Committee in the process of supervising students' progress. The

committee discusses students' performance/progress and ways to improve and resolve the problems that may arise with the completion of each academic semester.

The department has defined and disclosed to the EEC the regulations regarding student recognition. Certification procedures are in place and students are informed of them accordingly. The programme of studies applies the recognition programme of ECTS, including the mechanism for assessing them. The admission requirements for the programme are appropriate. Procedures relating to the recognition of prior school attendance are also clearly defined and are publicly available.

The School also offers ERASMUS+ mobility programme and appropriate recognition procedures that rely to it are in place.

Certification procedures are in place and students are informed about them accordingly. Students do 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.

### Strengths

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

- Admission criteria are clear, consistent, and transparent.
- The possibility offered to students to accredit prior learning, by transferring credits earned at other accredited institutions.
- Students are assigned an academic advisor for the entire duration of study.
- The lectures are delivered pursuing the balance between theory and practice. Students have been referred to the practical orientation of their classes through various examples of teaching methods with emphasis on the theoretical background.
- The EUC Programme entitles graduates a broadly recognized degree in Cyprus and Greece which complies with the two countries' Law for the conduct of the "Career Counselor" profession.

### 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.*

- Cooperation with other higher education institutions in Cyprus, with a view to ensuring coherent recognition of the qualification across the country

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

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

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

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

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

### 5.2 Physical resources

#### Standards

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

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

### 5.3 Human support resources

#### Standards

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

### 5.4 Student support

#### Standards

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

*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.*

Overall a well-designed programme with sufficient attention to detail in terms of learning and teaching resources, physical and human resources and student support

### Strengths

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

#### **Organisation**

- There is a pedagogical planning unit for distance and online learning that ensures that pedagogical considerations towards distance learning are in place and overviews quality assurance issues regarding distance learning at the institution.
- The nature of the programme is compatible with distance learning delivery.

#### **Programme design and delivery**

- There are some established mechanisms and technologies that support interaction between students and staff, mainly the virtual learning environment (VLE) and the use of email.
- The virtual learning environment offers opportunities for interaction, predominantly through the use of discussion fora.
- There was clear evidence of activities and exercises that supported student learning and encouraged reflection and self-evaluation.

#### **Staff and student support**

- Teacher training on the specificities of distance learning is offered.
- There are mechanisms that safeguard the rights of students with special needs and support learning opportunities for them.
- Support is provided to the students. Flexible approaches to teaching and learning are supported by the use of an electronic platform.

#### **Resources**

- Adequate sources of information of students (e.g. electronic library) are available. Because we were not able to visit the University, we did not manage to have a hands-on experience of assessing the full extent of physical resources teaching materials (books, textbooks, scientific journals, databases, etc.) available to support the programme. From discussions we had with the programme team and documentation that we were shown it appears that these seem to be adequate.

#### **Human resources**

- Human resources (teachers and administrative staff) appear to be adequate for delivery of the programme. We were reassured that any increase in the number of students would be accompanied by a suitable increase in the number of staff.

#### **Assessment**

- Assessment approaches in the distance learning mode include the use of formative tasks and self-evaluation activities that complement the student support aspect of the programme.
- There was a transition of exams to an open book format after the pandemic which is more suitable for this type of programme to address potential issues of academic integrity and academic offences

### 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.*

- Workloads despite a reasonable staff to students ratio of 1 to 14 can become substantial with dissertation supervision and support hours that are required for every student who undertakes to complete a dissertation.
- There seems to be a reliance on end of year exams (50%) that operate in a face-to-face format and have been transferred to online assessment because of the pandemic. An option would be to think about alternative forms of assessment, e.g. coursework or project-based work.
- While the use of formative assessment and activities is commendable in the distance learning delivery, it was not clear from the structure of the activities how formative and summative assessments are integrated to ensure that distance learning outcomes are achieved.
- It was not clear how the self-evaluation activities were assessed and monitored.
- The virtual learning environment offers opportunities for interaction; however these seem to be limited. The panel has not seen examples of innovative use of technology such as computer simulation/games or virtual reality, computer-based assessment etc. embedded in teaching

### **Recommendations**

- We recommend that the online interaction is further developed by the use of technologies such as virtual reality and simulation/games, data analytics etc. and that the full affordances of the online platform are fully used.
- We recommend that further attention be given to enhancing the interactive adult education elements in the programme's distance learning environment.
- We recommend that the open book exam practice continues after the pandemic as it is more suitable for this type of programme and discipline

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

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



## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

#### 6.1 Selection criteria and requirements

#### 6.2 Proposal and dissertation

#### 6.3 Supervision and committees

### 6.1 Selection criteria and requirements

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### 6.2 Proposal and dissertation

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*

- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>6.1</b>	Selection criteria and requirements	Choose answer
<b>6.2</b>	Proposal and dissertation	Choose answer
<b>6.3</b>	Supervision and committees	Choose answer

## 7. Additional for joint programmes (ALL ESG)

### Sub-areas

#### 7.1 Legal framework and cooperation agreement

#### 7.2 The joint programme

### 7.1 Legal framework and cooperation agreement

#### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

### 7.2 The joint programme

#### Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Choose answer
7.2	The joint programme	Choose answer

## D. Conclusions and final remarks

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

The main objective of this postgraduate degree in Career Guidance and Counselling was presented as "to provide high-level scientific knowledge for the preparation of specialized scientist, able to assist individuals in their professional exploration, professional decision making, educational and professional choices and professional development".

We emphasize the importance of a programme (and it is the case of this programme) that prepares career counselors in a specific way, in order to have practitioners equipped and able to perform their tasks in the light of scientific research and in line with validated best practices. The social difficulties, emergencies and challenges we face require that we have trained practitioners so that people, and especially those with greater difficulties, can be supported in their career constructions.

We consider of value the process of quality analysis that cyclically allows to reflect on the programme, with the involvement of different university and territory figures and the international scientific community, in order to promote evolution and improvements.

We would like to emphasize that in trajectories for the future, it may be important to consider aspects such as a more pronounced attention, in syllabuses and descriptive documents/materials, to the conceptual and scientific developments in this field and to the contextual variables that play a significant role in career construction, as well as to interdisciplinarity and multiculturalism, for a more complete and complex education which would be more advantageous for the current times.

Every postgraduate degree should balance (as appropriate to the specific programme) the extent of the provision of knowledge (theories and approaches), the development of skills and effective training and practices, conducting and understanding research, evaluation and assessment studies/projects.



## E. Signatures of the EEC

Name	Signature
<b>Stylios Hatzipanagos</b>	
<b>Laura Nota</b>	
<b>Jerome Rossier</b>	
<b>Moshe Tatar</b>	
<b>Nataly Chiridou</b>	
Click to enter Name	

**Date:** 17 Feb 2021