

Doc. 300.1.2

Date: Date.

# Higher Education Institution's Response

- **Higher Education Institution:**  
University of Cyprus
- **Collaborative Institution(s):**  
University of Athens
- **Town:** Nicosia
- **Programme of study  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Μάστερ στη Σχολική Συμβουλευτική και Καθοδήγηση  
(140 πιστωτικές μονάδες)

**In English:**

Master in School Counselling and Guidance (140 ects)

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

**In Greek:** Concentrations

**In English:** Concentrations



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

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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

There is no system to ensure that module designs are kept up to date and under review, instead this is left to the module leader. Module descriptors appear not to have been updated for several years. They should be reviewed and updated.

Module leader and instructor (instructor may differ each semester) for each semester will be responsible to update and form the syllabi (before each semester begins). This could include students' feedback and suggestions through course evaluation at the end of each semester.

140 credits are required to complete the programme. This is above European norms for Masters programmes (90-120 ECTS credits), although the number of credits for the Master thesis and for the practicum are in line with what can be seen in other similar programmes. Reducing to 120 credits should be considered in the interests of equity and managing student workload, perhaps by removing an optional module.

The additional 20 ECTS refer to the practicum, consequently the total ECTS of the program, seem to be compliant to the requirements of the CYQAA. In the future we may consider removing some optional courses. This however, can be done only after an approval by the authorities of the University.

Further information regarding study and work life balance as well as graduate employment information should be communicated more effectively to prospective students via university's website (e.g. part-time mode, workload per course etc.)

The programs website has been recently updated including all the required information to current and potential students.  
<https://newdev.ucy.ac.cy/psych/magister-artium-in-school-counseling-and-guidance/?lang=el>

The programme is mainly focused on public sector. There is an indication of a trend towards private sector, which may have an impact on future employment prospects, so this should be kept under review.

A number of practicum hours could be covered in a private sector. The Practicum Coordinator will be asked to search for possible collaborations and any suggestions will be examine.

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

The programme coordinator has already asked teaching faculty to submit their course syllabi each semester to the program's administration. They are also asked to update their syllabi, their required reading, the course information, and provide as much details as possible to the students so that there is no ambiguity on what is expected of them.

The program's committee is now reviewing the content in order to rebalance between counselling and career development and vocational guidance. The practicum will also be reviewed in order to reflect this shift and the students will have the opportunity to take courses in these areas, have guest lectures by professionals and have more hands-on training during their practicum.

### 3. Teaching staff (ESG 1.5)

In the future we will aim at having at least one tenured academic position in the areas of career development and vocational guidance.



#### **4. Student admission, progression, recognition and certification** *(ESG 1.4)*

Indeed, we already have this as one of our goals, to have our programme accredited by an international organization and/or professional body.

We will review these policies and make the process of credit transfer and prior learning clearer.

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

The programme coordinator and the practicum coordinator will introduce more regular online meetings with students in order to follow their progress and provide support.

Based on the suggestion by the evaluation committee we will explore more international cooperations and having international students on a project basis and individual learning.





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

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## 7. Eligibility (Joint programme) (ALL ESG)

We are exploring the possibility of expanding further our on-line remote teaching at least for some part of the programme.



## B. Conclusions and final remarks

We agree with the evaluation committee's suggestions about the two main areas of improvement and we are placing concrete effort to improve on both.

As we commented on section two, we are developing policies for having constantly updated syllabi, we will require our staff to include current literature clearer course guidelines. The programme director along with administration will be responsible to ensure these guidelines are followed by the staff.

We are also exploring ways we can enrich our programme in the direction of career development and vocational guidance.



### C. Higher Education Institution academic representatives

| <i>Name</i>                             | <i>Position</i>           |
|---|---------------------------|
| Associate Prof. Panayiotis Stavriniadis | Director of the Programme |

**Date:** 28 March 2022