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20 Μαΐου 2023

Καθηγήτρια Μαίρη Κουτσελίνη  
Πρόεδρο Συμβουλίου  
Φορέα Διασφάλισης και Πιστοποίησης  
της Ποιότητας της Ανώτερης Εκπαίδευσης  
Λευκωσία  
(Με ηλεκτρονικό Ταχυδρομείο)

Αξιότιμη Κυρία Πρόεδρε,

**Θέμα: Αναβολή λήψης απόφασης για την Αξιολόγηση του Προγράμματος:**

**«Σχολική Ψυχολογία» (2,5 ακαδημαϊκό έτος, 150 ECTS, Μάστερ) του Ιδρύματος Ανώτερης  
Εκπαίδευσης Πανεπιστήμιο Λευκωσίας**

Σχετικά με την επιστολή σας ημερομηνίας 20 Απριλίου 2023, σας κοινοποιούμε πιο κάτω τις απαντήσεις και διευκρινίσεις στα αντίστοιχα αιτήματά σας, η ικανοποίηση των οποίων κρίνεται αναγκαία για την έγκριση του προγράμματος:

1. The master thesis needs to be mandatory, including research which utilizes both quantitative and qualitative methodology.	As per the suggestion of the EEC and the recommendation of the CYQAA Board, we have made the thesis mandatory and as a result we have removed two elective courses. The relevant changes can be seen in Appendix 1.
2. The research orientation of the degree needs to be strengthened.	The program includes a compulsory Thesis (completed over 2 semesters) as well as 2 Research Methods courses, where students are introduced to quantitative and qualitative research methods used in the field; they are trained in data analysis using specialized software such as SPSS for quantitative data and NVivo for qualitative data. Students also develop skills in writing up research proposals. In addition to this course, students engage in a variety of activities throughout the program, which are designed to develop their research and critical thinking skills. In most courses students are required to produce written assignments and essays where they are

	<p>required to collect data (for example, through observation, questionnaires, interviews), search and critically evaluate literature, interpret data and findings from published research papers, and produce projects including writing up research proposals, interpreting case studies, constructing psychometric scales and collecting data to assess their psychometric properties (reliability and validity), developing and evaluating intervention programs, and conducting psychoeducational assessments, interpreting collected data, and translating findings into educational practice to support students' academic, socioemotional and personal development. Indicative courses include PSYS-500 Psychology of Teaching and Learning, PSYS-503 Research Methods and Statistics I, PSYS-504 Educational Interventions, PSYS-506 Research Methods and Statistics II, PSYS-630 Testing and Psychometric Assessment, PSYS-631 Psychological Interventions and Program Evaluation, and PSYS-633 Child and Adolescent Assessment.</p>
3. The final exam needs to have less weight.	We have reviewed the course outlines and have agreed at Department level that the final exam weight will not exceed 40% of the overall grade, allowing the exact weight to be determined by each lecturer depending on the nature and needs of each course and in line with the Internal Regulations of the University of Nicosia which recommend that the final exam constitutes 30-50% of the overall course grade.
4. The reference list in all courses needs to be up to date, and to include readings in both Greek and English.	We have reviewed the readings of courses and made changes to ensure that most up to date textbooks and resources are used. Please note that one challenge we have is that the program is taught in Greek and, as such, some textbooks and readings must be in the Greek language. There are topics for which we cannot find very recent publications in Greek, but we make sure to always use the most recent available editions. We complement Greek texts with English texts (books and research papers) to ensure that students read the most up to date information on the topics taught. Furthermore, the content of

	<p>lecturers' notes and PPT slides is based on contemporary English and Greek literature and are regularly updated.</p>
5. The program of study in Educational Psychology needs to be distinctly different from any other related programs of study (i.e. School Psychology).	<p>The field of Educational Psychology has areas of overlap with School Psychology and, as a result, it is expected that some courses will be common. Educational psychology (as it is commonly called in most of Europe and the US – or “Psychology in Education” as it is commonly called in countries such as the UK) programs offer the theoretical principles to help students develop their understanding of student learning and development, approaches to instruction, measurement and assessment, and program evaluation in educational environments. School psychology, on the other hand, is the application of these principles to support students' academic, socioemotional and personal development following a psychoeducational assessment conducted by the school psychologist. This is common practice in similar programs worldwide. The EEC clearly expressed that this was their expectation during the evaluation visit. Nevertheless, there are several and significant differences between the two programs, indicated below:</p> <ol style="list-style-type: none"> <li>1. The MSc Educational Psychology is comprised of 90 ECTS, with each course being equal to 10 ECTS (students must complete 9 courses to graduate).</li> <li>2. The MSc School Psychology is comprised of 150 ECTS, with each course being equal to 7.5 ECTS (students must complete 20 courses to graduate)</li> <li>3. The MSc School Psychology includes various courses aiming at developing students' clinical and professional skills, which do not appear on the MSc Educational Psychology as the objectives of the program are to provide the theoretical principles, and not to develop clinical/professional skills. Indicative examples include PSYS-507 Analysis, Assessment and Modification of</li> </ol>

	<p>Behaviour, PSYS-631 Psychological Interventions and Program Evaluation, PSYS-632 Professional Ethics, PSYS-680 Counselling Psychology in the School Context, and 1000 hours of Practicum Placement in schools and other sites offering psychological services to student-aged population (PSYS-681, PSYS-682, PSYS-692 and PSYS-693).</p> <p>4. Out of the 150 ECTS comprising the MSc School Psychology, only 52.5 ECTS are common in both programs (see highlighted text in Appendix 1).</p>
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Παραμένουμε στη διάθεσή σας για περαιτέρω πληροφορίες και διευκρινίσεις.

Με εκτίμηση,

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## **Appendix 1: List of Courses**

			<b>ECTS</b>	<b>Teaching Hours (per week)</b>
<b>Semester 1</b>			<b>30 ECTS</b>	
Compulsory	PSYS-500	Psychology of Teaching and Learning	7.5	3
Compulsory	PSYS-501	Intellectual Development: Theory, Assessment and Applications	7.5	3
Compulsory	PSYS-502	Learning Disabilities	7.5	3
Compulsory	PSYS-503	Research Methods and Statistics I	7.5	3
<b>Semester 2</b>			<b>30 ECTS</b>	
Compulsory	PSYS-504	Educational Interventions	7.5	3
Compulsory	PSYS-505	Child Psychopathology	7.5	3
Compulsory	PSYS-506	Research Methods and Statistics II	7.5	3
Compulsory	PSYS-507	Analysis, Assessment and Modification of Behaviour	7.5	3
<b>Semester 3</b>			<b>30 ECTS</b>	
Compulsory	PSYS-630	Testing and Psychometric Assessment	7.5	3
Compulsory	PSYS-631	Psychological Interventions and Program Evaluation	7.5	3
Compulsory	PSYS-632	Professional Ethics	7.5	3
Compulsory	PSYS-633	Child and Adolescent Assessment	7.5	3
<b>Semester 4</b>			<b>30 ECTS</b>	
Compulsory	PSYS-680	Counselling Psychology in the School Context	7.5	3
Compulsory	PSYS-681	Practicum Seminar I: Professional Skills in School Psychology	2.5	3
Compulsory	PSYS-682	Practicum I	12.5	0
Compulsory	PSYS-691A	Thesis I	7.5	0

<b>Semester 5</b>			<b>30 ECTS</b>	
Compulsory	PSYS-692	Practicum II	20	0
Compulsory	PSYS-693	Practicum Seminar II: Case conceptualization and analysis	2.5	0
Compulsory	PSYS-691B	Thesis II	7.5	0
<b>Semester 6 (Optional for additional 500h Practicum)</b>			<b>15 ECTS</b>	
Elective	PSYS-695	Practicum III	15	0