

Doc. 300.1.2

Date: 15/03/23

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Nicosia

- **Town:** Nicosia

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

**In Greek:**

Σχολική Ψυχολογία (2,5 έτη, 150 ECTS, Μάστερ)

**In English:**

School Psychology (2,5 years, 150 ECTS, Master of Science)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** Not applicable

**In Greek:**

**In English:**



**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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

### Introduction

We refer to the report of the External Evaluation Committee (EEC) for the evaluation – accreditation of the programme of study MSc in School Psychology (2.5 Years, 150 ECTS, Master of Science), which was received following the two-day onsite visit at the University of Nicosia by the members of the EEC on 7 and 8 December 2022.

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the onsite evaluation of the MSc in School Psychology programme. We would also like to express our appreciation for the collegial and constructive approach with which the Committee conducted the evaluation.

We have read the report and the comments carefully, and in the following sections we respond to all points raised by the EEC. Under each assessment area, we begin our response by commenting on the findings and strengths as outlined in the EEC report. Our response to the comments of the EEC concerning areas of improvement and recommendations, and the relevant actions taken can be seen in the column entitled "Actions Taken by the Institution" of the table in each section.

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

The Committee noted that the University of Nicosia has established Quality Assurance procedures and each programme is reviewed periodically. The Committee considered efficient the fact that ethical review committees and procedures are in place at different levels. The Committee also viewed very positively the proposed revised curriculum for the MSc School Psychology and considered that the new courses provides trainees with more preparation in professional skills such as for intervention at classroom level and behaviour management. Concerning public information, the Committee noted that Staff profiles on the University of Nicosia website are clear and include a brief CV, which they consider useful for prospective students.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>The fact that the newly proposed programme has similar course descriptions as those in the MSc in Educational Psychology (Conventional and Distance Learning) is undesirable. Content as well as assessment activities for the two groups should be differentiated, as the programmes target different groups of students.</p>	<p>Educational Psychology focuses on how humans learn and retain knowledge, primarily in educational settings, which includes emotional, social, and cognitive learning processes. Areas of focus might include teaching, testing and assessment methods, psychometrics, classroom or learning environments, learning, social, and behavioural problems that may impede learning, as well as conditions that can support learning, such as the use of technology, differentiated instruction, collaborative learning and problem-based learning. Studies in educational psychology provide educators with the basic background knowledge to guide their teaching, aiming at improving student learning outcomes and supporting students' development academically and personally. School Psychology focuses on identifying barriers to learning (e.g. learning disabilities, social-emotional or behavioural problems of students) and implementing interventions to address them. A key role of school psychologists as professionals is to provide services to children, youth and families within the school environment in order to create a safe, healthy and supportive learning environment. As such, the areas of focus of the two programmes (Educational Psychology and School Psychology) have several areas of overlap and some courses are needed in both programmes. As suggested by the EEC in section 3 (Teaching Staff), student groups of both conventional tracks can be combined in one in some courses where it is possible to address the needs of both target groups, and even create added value. Past students reported that they benefited greatly when such a combination of groups fostered a more interdisciplinary exchange between educational psychology and school psychology students, as also noted by the EEC members during the session with our students. In cases where we have a combination of students in the</p>	

	same course, assessment activities can be differentiated to reflect the focus of each programme (educational practice in the case of MSc Educational Psychology or psychological assessment and intervention in the case of the MSc School Psychology).	
In the research methods course(s), the predominant focus is on quantitative research methods and statistics. The EEC recommends to restore the balance and add content on qualitative research methods (e.g., thematic analysis, discourse analysis, ethnographic approaches, grounded theory, Interpretative Phenomenological Analysis, narrative approaches), as well as use of qualitative analysis software (NVivo).	Indeed, as the EEC noted, the weight in the research methods courses is on quantitative research methods and statistics. The reason for this is that the majority of research in the field of psychology is quantitative in nature, so we must prepare our students to (a) conduct research in this area and (b) understand research they read in academic journals. We agree with the suggestion that including components of qualitative research methods and data analysis would be beneficial for students, especially since a number of studies in the field nowadays combine mixed methods (qualitative and quantitative). Qualitative research has the benefit of delving and understanding individual experience in more depth, which can be useful for future school psychologists. For this reason, we have added lectures on the topics of qualitative research methods, qualitative data analysis and mixed methods in courses PSYS-503 and PSYS-506. The revised course descriptions are submitted as part of our response (Appendix 2).	
The EEC is of the view that having a master's thesis as compulsory part of a MSc programme is indispensable to meet international standards. The EEC thinks it is undesirable to graduate from a MSc without having conducted a substantial independent piece of research work. The EEC strongly recommends the programme teams to reconsider this matter. Also, the EEC recommends to increase flexibility in the format of master's theses, e.g., possibility to write the thesis in the format of a publishable paper (i.e. length can be less than 40 pages; language can be English).	We thank the EEC for this comment. In accordance with the internal policy of the University of Nicosia regarding Masters theses and according to the practice followed by the Cypriot universities (we note that there is no national requirement by any law/policy for a compulsory thesis), the thesis is elective in Master-level programmes and thus the MSc in School Psychology abides by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development; for example some students prefer to take additional courses that will further support the development of academic and clinical skills instead of Thesis. Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with completing a Master's-level dissertation, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option. We also aim to encourage them to opt for the thesis option through student mentoring and advising.	
There is a need for less focus on categorical and sometimes outdated diagnostic labelling of child disorders (e.g., terms no longer used, such as Pervasive Developmental Disorder) and more consideration of	Inadvertently, a past course outline that included the outdated diagnostic labelling of Pervasive Developmental Disorders was submitted. The correct and further updated course description of PSYS-505 on the basis of the EEC's suggestions is submitted as part of our response (Appendix 3). With respect to categorical labelling, we are aware of the discussion concerning categorical versus dimensional	

<p>assessments of strengths and areas for growth both within the child and within the family and educational contexts in terms of barriers to learning.</p>	<p>approach and these issues are discussed with the students across the semester during the lectures. The categorical dimension is utilised mostly for organization of the material due to the fact that it is reflective of the system in which they will be required to work in after graduation and it is vital that the students are trained on the basis of the system that will be working in. Nonetheless, during classes the categorical vs dimensional approaches are discussed and evaluated in order for students to be able to critically evaluate any classification system, be aware of the drawbacks of each approach and go beyond any system for the benefit of each individual child that they work with. Furthermore, important issues such as emotion regulation underlying diverse expressions of psychopathology are reflected upon and discussed across the delivery of the course. Strengths and areas of growth are also addressed.</p>	
<p>There is a need for the addition of the course on inclusive education to the (compulsory part of the) programme.</p>	<p>We thank the EEC for highlighting the importance of including the course on Inclusive Education to the MSc in School Psychology, which we will include in the list of elective courses. Whilst we appreciate its value, it is not possible to have it as a compulsory course as that would mean removing one other course from the compulsory courses list. We strongly believe that all current compulsory courses are necessary for the training of school psychologists. Furthermore, adding one more compulsory course would mean that students would have a very limited number of elective courses to take. We remain committed to strongly encourage students to select Inclusive Education as an elective course. The revised list of programme courses is submitted in Appendix 1.</p>	
<p>There should be a stronger link of the theoretical content to the practice of school psychology.</p>	<p>Indeed this is a very important issue, and we thank the EEC for highlighting it. Perhaps it was not clear during the evaluation visit discussion, but, during class, lecturers discuss examples of how the concepts discussed apply in real classroom contexts and how they relate to the practice of school psychology. We remain committed to continuing this practice, and place even greater emphasis on how issues discussed apply to the work of school psychologists and how they can be used to support student learning and development through the use of examples and case studies.</p>	
<p>The courses Research Methods and Statistics I and Research Methods and Statistics II are responsible for the cultivation of the scientist part of the “Scientist-Practitioner” identity of the school psychologist. The lack of an emphasis on qualitative methodology is apparent. But</p>	<p>As mentioned previously, we have added lectures on the topics of qualitative research methods, qualitative data analysis and mixed methods in courses such as PSYS-503 and PSYS-506. As per the EEC’s suggestion, we have now added non-parametric tests in the course description of PSYS-503 to familiarize students with non-frequentist approaches. Our practice so far during the delivery of the courses is that students are introduced to the concepts and tests first and then asked to apply these using the SPSS</p>	

<p>also in terms of the quantitative aspects of the course, we noticed the lack of exposure to non-frequentist approaches (i.e. Bayesian methods) and conceptualizations of research versus the traditional hypothesis testing. In a strictly descriptive sense, based on the course literature, the courses are emphasizing familiarity with the usage of statistical software as the starting point out of which any form of familiarity or intuition with the relevant vocabulary and terminology will eventually stem. We urge the reconsideration of this approach, vis-a-vis placing the emphasis on intuition and understanding of the methods and their meaning. Critically, there is a certain level of intuition and literacy that is gained only by “doing” statistics.</p>	<p>software, so we are in full agreement with the EEC’s comments on this matter. The revised course descriptions are submitted as part of our response.</p>	
<p>At the University of Nicosia website, the programmes Educational Psychology (conventional) and School Psychology are in the same tab in the list of master degrees, which can create confusion. Also in some of the aspects mentioned above, it is not clear which information refers to which programme.</p>	<p>Thank you for pointing this out. As explained during the EEC visit, all information currently found on the website will change as soon as accreditation for the new programmes is obtained.</p>	
<p>It is confusing that some of the pages of the English website of the University of Nicosia are just in Greek. It might be better to indicate that English is not available (e.g., for Greek-language programmes). Apart from information on Greek-language programmes, it is recommendable to make sure all information is available in both Greek and English.</p>	<p>Thank you for this suggestion. Colleagues responsible for the website have been informed accordingly and will proceed with the necessary changes to ensure that there is no confusion to the visitors of the website. As mentioned above, all information will change/be updated immediately after accreditation is obtained.</p>	

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

The Committee noted that the pedagogical approach encourages students to take an active role and the activities are designed with this purpose. Overall, the Committee felt that the process of teaching and learning supports students' individual and social development, supports learning through interaction and attends to the diversity of students and their needs. Overall, they felt that there is potential for the students to grow as individuals as a result of the course, noting that the process of teaching and learning is flexible, with a great deal of consideration given to modes of delivery, taking account of work and personal circumstances of the students. The Practicum component of the programme was considered to be one of the strongest elements of the MSc, requiring at least 1000 hours of supervised practice. The Committee noted that various procedures are in place to assess students' readiness, progress, development, constant monitoring and supervision. Trainees are gradually introduced to practice, and they are given the option for completing additional 500 hours to meet criteria for EuroPsy certification.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
The EEC recommends implementing a more authentic assessment approach to guarantee the interconnection between theory and practice (e.g., the use of case studies as it is described in some of the courses).	Thank you for this suggestion. Authentic assessment through the use of case studies, projects (individual and group), oral presentations and portfolios are used in a number of the courses, but we will ensure that all courses include at least one component of more authentic assessment to guarantee the interconnection between theory and practice, as per the EEC's recommendation. Some examples of authentic assessments used are given below: In course PSYS-500 (semester 1) students conduct lesson observations in school and proceed with an analysis of the lesson and interactions on the basis of theories of cognitive development, learning theories and other topics discussed in the course. In course PSYS-504 (semester 2), students design an educational intervention as part of the assessment. In course PSYS-507 (semester 2) students conduct observations in school and design an intervention program for behaviour modification. In course PSYS-630 (semester 3) students construct, pilot and revise accordingly a psychometric test.	
The EEC strongly recommends decreasing the weight of the final exam, to orient the student to the learning process.	We will take into account the recommendation of the EEC and, where possible, decrease the weight allocated to the final exam.	
The EEC also suggests providing feedback at the end of the final exam in order to enable student growth, particularly due to the weighting of the exam.	Students are regularly provided with feedback during student advising hours with their lecturers and with the programme coordinator. Faculty also make clear during classes that we are happy for students to come see us and/or contact us for any issue they may have (academic or personal). As per the suggestion of the EEC, we will ensure that after the end of the final exams period each lecturer gives feedback concerning the exam and student progress in individual meetings.	



<p>The EEC recommends sharing the assessment criteria/assessment forms with the students before the exams.</p>	<p>Thank you for this valuable suggestion. We will apply this practice, as recommended by the EEC.</p>	
<p>The start of the Practicum in the fourth semester is rather late in view of ensuring a stronger link between theory and practice. Trainees may start their observation and shadowing of psychologists at least from the beginning of semester 3 if not earlier.</p>	<p>Students are gradually introduced to the practice of school psychology and as they progress through the programme, this becomes more and more evident through application of theory to practical exercises in the taught courses during the first three semesters. For example, in course PSYS-504 (semester 2), students design an educational intervention as part of the assessment. In course PSYS-507 (semester 2) students conduct observations in school and design an intervention program for behavior modification. In course PSYS-630 (semester 3) students construct, pilot and revise accordingly a psychometric test. In course PSYS-633 (semester 3), as part of the assessment, students are required to conduct a number of psychological assessments through administering psychometric tools such as WISC-V, analyzing and interpreting results and writing psychoeducational reports. The EEC's suggestion to begin observations and shadowing of psychologists from semester 3 will further enhance the development of students' skills and we plan to incorporate this practice through pairing new with older students who are already in the practicum phase of their training.</p>	

### 3. Teaching staff (ESG 1.5)

The Committee acknowledged that student/staff ratio is adequate and that teaching staff are very engaged, show ownership over the programmes they teach and that they are responsive to students' needs, which is highly valued. They also noted that there is a clear ambition to further develop the Department's research activities and stimulate staff to engage with research through procedures such as financial rewards for publications and Research Time Release.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Faculty feel that there is a need for more support for continuous professional development.	Indeed, faculty feel that more can be done with regards to support for continuous professional development. In recent years, important steps towards this direction have been made at the university, with faculty professional development seminars offered, reduction of teaching hours through research time release, compensation for Scopus indexed publications and establishment of procedures for faculty to obtain Sabbatical. These are positive developments in the right direction. Please see Appendix 4 for examples of Faculty Trainings recently delivered by the Faculty Training and Development Unit.	
High current teaching load has a negative impact on staff research opportunities. Possible suggestions in this respect are to discontinue the delivery of the conventional Educational Psychology programme (if legislation permits) or - in case the conventional Educational Psychology programme is retained - to combine the student groups of both conventional tracks in one and the same course group for some courses where it is possible to address the needs of both target groups (and even create added value).	Indeed, high teaching load can have a negative impact on staff research opportunities. The university has taken positive steps in addressing the matter, for example by offering Research Time Release to colleagues who are active in research and publication outputs. We thank the EEC for their suggestions on how we can reduce faculty teaching load by reducing the taught sections. As discussed during the meeting we combine student groups of the school psychology and educational psychology programmes in some courses, as the EEC also suggested. Past students reported that they benefited greatly when such a combination of groups fostered a more interdisciplinary exchange between educational psychology and school psychology students. Guidelines by DOATAP (Hellenic National Academic Recognition and Information Center) state that the recognition of award titles obtained via distance learning requires the existence of an identical conventional programme. As the MSc Educational Psychology distance learning programme is aimed at Greek nationals, the existence of the conventional programme is currently required.	
Although the university, school and department are rightly proud of their recent climb in international research standing,	Thank you for pointing this out. We feel that the EEC's recommendation to increase flexibility in the format of master's thesis will facilitate the further development of the research dimension and its implementation. Students	

<p>the EEC feels that this is not sufficiently reflected in a well thought of strategy for the further development of the research dimension and its implementation in the (master) programmes.</p>	<p>currently have the option to write the thesis in the format of a publishable paper. We will further explore this option and encourage students more strongly to select this format. Furthermore, as mentioned above, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option.</p>	
<p>It would be valuable to enhance methodological diversity by building capacity in qualitative research methods at the department. This will enable the programmes to increase the focus on qualitative approaches in the methodological courses. [...]. A reconsideration of qualitative methods is particularly important for the School Psychology trainees as their professional work - synthesising findings from observation, interview and assessment data into one report - consists very often of qualitative analysis and synthesis.</p>	<p>Thank you for this suggestion, which we will explore. Building capacity in qualitative research methods in our Department may be achieved through professional development seminars for faculty (see Appendix 4 for relevant seminars offered under the Research Skills Development Programme), as well as through the utilisation of faculty with expertise in this area.</p>	

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

The Committee noted that procedures with regards to student admission, progression, recognition and certification are in place and that processes and criteria are implemented consistently. They viewed the two Readiness exams – (a) Practicum Readiness Exam and (b) Professional Readiness Exam –, as something very positive, ensuring that each student entering Practicum is ready to proceed to this stage of their training (Practicum Readiness Exam) and each trainee is competent and ready to function as an independent professional school psychologist (Professional Readiness Exam). The Committee also maintained that there is description of the certification process of obtaining licensure in Cyprus (1020 hours of supervised practice), as well as the optional additional 500 hours for the EuroPsy certification. They acknowledged that all programme graduates have been registered and are practicing as school psychologists.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>It is not clear if the personal interview at the admission stage is sufficient to pick up any serious difficulties for an applicant to proceed to the professional practice levels. There should be a procedure for informing any student of such difficulties, at least within the first year of the programme.</p>	<p>The personal interview at the admissions stage serves to identify applicants who have a genuine interest in school psychology and who appear to have potential as future professional school psychologists. Applicants are called to an interview following a screening phase, where we evaluate applicants' prior educational achievements, research and/or professional experience, motivation for the programme (through a personal statement letter), as well as recommendations from past professors. We invite for an interview the most promising candidates. Indeed, there have been cases where admitted students found the programme to be challenging. For this reason, we have put in place various procedures such as regular meetings with the programme coordinator from semester 1 to regularly evaluate progress, and a Practicum Readiness Exam at the end of semester 3 – means through which we can identify students who are having difficulties and whose clinical skills have not developed at an adequate level to proceed to practicum. Furthermore, programme regulations state that students must obtain Grade C and above in all courses in order to proceed to the Practicum phase, a regulation that is helpful in picking up students who are falling behind from the beginning of the programme.</p>	

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

The Committee acknowledged that the university's infrastructure is fit for purpose. The EEC commented that there are adequate and readily accessible teaching and learning resources (teaching and learning environment, materials, aids and equipment). The emphasis on digital resources is appropriate for both online and face-to-face programmes. They found the space, coordination staff of the Center for Therapy, Training and Research (KESY) to be a great resource for trainees both in their initial training and during their placements in schools and community services. They also noted that the library has extensive e-learning resources for all programmes, and has also formed collaborations with other libraries in the country and in Greece to further enrich the resources offered to students. The Committee also concluded that students are given substantial individual support in all courses, and particularly during their practicum.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
The EEC strongly recommends reviewing the main texts/readings of each course to ensure updated references - in at least one course, all recommended readings are older than 10 years.	Thank you for pointing this out. 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 programme is taught in Greek and, as such, 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.	



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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
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## B. Conclusions and final remarks

Overall, the EEC concluded that the MSc in School Psychology is fulfilling its mission to prepare its students for achieving the competences and requirements to register and work as Licensed School Psychologists in Cyprus. They noted that has already been achieved by all students who completed the degree so far. They also found that the proposed revised programme with more input related to the practical skills required by school psychologists is a valuable reform that will further enhance the achievement of the programme goals. Finally, the EEC found that students are provided with effective individualised support throughout the programme and more especially in the practicum, and that this a clear strength of the programme and its delivery.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>The occasion of a revised programme should be used to ensure, even in the course descriptions, a clearer indication of the importance of contextual factors as well as within-child strengths and difficulties, and of the link between theory and practice both in the content of the course as well as in the assessment methods adopted. With regards to the latter, the EEC recommends that faculty reconsider the assessment methods to ensure that assessment is related to the learning outcomes and to the competences required of school psychologists.</p>	<p>Thank you for pointing out these important issues. During class, lecturers discuss examples of how the concepts discussed apply in real classroom contexts and how they relate to the practice of school psychology. We remain committed to continuing this practice, and place even greater emphasis on how issues discussed apply to the work of school psychologists and how they can be used to support student learning and development through the use of examples and case studies. Authentic assessment through the use of case studies, projects (individual and group), oral presentations and portfolios are used in a number of the courses, but we will ensure that all courses include at least one component of more authentic assessment to ensure that assessment is related to the learning outcomes and competencies required of school psychologists, as per the EEC's recommendation.</p>	
<p>Another area for improvement is the need to ensure that students are provided with a good basis of research literacy and skills in qualitative as well as in quantitative methodologies. Related to this, within the scientist practitioner model for School Psychology, the EEC suggests that the thesis should become a compulsory component of the revised course to ensure the development of independent research skills.</p>	<p>We agree that students should develop a good basis of research literacy and skills in qualitative as well as quantitative methodologies. For this reason, we have added lectures on the topics of qualitative research methods, qualitative data analysis and mixed methods in courses PSYS-503 and PSYS-506. The revised course descriptions are submitted as part of our response.</p> <p>We thank the EEC for this comment. In accordance with the internal policy of the University of Nicosia regarding Masters theses and according to the practice followed by the Cypriot universities (we note that there is no national requirement by any law/policy for a compulsory thesis), the thesis is elective in Master-level programmes and thus the MSc in School Psychology abides by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development; for example some</p>	



	<p>students prefer to take additional courses that will further support the development of academic and clinical skills instead of Thesis. Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with completing a Master's-level dissertation, the programme faculty has committed itself to more strongly encouraging students to opt for the thesis option. We also aim to encourage them to opt for the thesis option through student mentoring and advising.</p>	
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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Klimis Mastoridis</b>	Professor; Dean, School of Humanities and Social Sciences	
<b>Marios Adonis</b>	Associate Professor; Head of Department of Social Sciences	
<b>Ioulia Papageorgi</b>	Professor; Associate Dean, School of Humanities and Social Sciences; Programme Coordinator	

**Date:** 15/03/23



## APPENDICES

## **Appendix 1: List of Compulsory and Elective Courses**

			ECTS	Teaching Hours (per week)
<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
Elective	PSYS-683	Neuroscience in Education	7.5	3
Elective	PSYS-684	Inclusive Education	7.5	3
Elective	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
Elective	PSYS-694	Contemporary Issues in School Psychology	7.5	3
Elective	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



**Appendix 2: Revised courses PSYS-503 (Research Methods and Statistics I) and PSYS-506 (Research Methods and Statistics II)**

Course Title	Research Methods and Statistics I				
Course Code	PSYS-503				
Course Type	Mandatory				
Level	Postgraduate				
Year / Semester	1 <sup>st</sup> year / 1 <sup>st</sup> semester				
Teacher's Name	Professor Menelaos Apostolou				
ECTS	7.5	Lectures / week	1 lecture, 3 hours / week	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course is the first in the series of courses that are part of the Master's Thesis. The aim of this course is to acquaint students with the basic principles of quantitative and qualitative research methods and to develop skills in the analysis and interpretation of quantitative and qualitative data. Students will develop skills in designing, collecting and analyzing data using software (SPSS and NVivo), as well as presenting and writing up the results in an academic format. Various methods for collecting quantitative and qualitative data will be introduced and discussed, using real research studies from academic journals as examples. The course will also emphasize the importance of following good research ethics in research design and implementation.</p> <p>More specifically, the main objectives of the course are:</p> <ol style="list-style-type: none"> <li>1. To present the most important methods in educational and social research (quantitative and qualitative)</li> <li>2. Critically discuss various quantitative and qualitative methodologies for data collection, such as experiments, surveys, observations, interviews, focus groups, ethnographic research, action research and case studies</li> <li>3. To develop skills in the statistical analysis of quantitative data</li> <li>4. To develop skills in qualitative data analysis</li> <li>5. To develop students' skills in writing research proposals and in written presentation of findings from quantitative and qualitative data analysis</li> </ol>				
Learning Outcomes	<p>After completing the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Design a research study, as well as to collect, organize and analyze data</li> <li>2. Evaluate quantitative and qualitative methods in educational research</li> <li>3. Discuss current research issues, such as research ethics research reflection (researcher reflexivity)</li> <li>4. Discuss of ethical issues and take them into account when planning and implementing a research study</li> <li>5. Demonstrate an understanding of various quantitative and qualitative methodologies</li> </ol>				



	<ol style="list-style-type: none"> <li>6. Demonstrate an understanding of quantitative and qualitative data analysis methods</li> <li>7. Prepare a quantitative or qualitative research proposal</li> <li>8. Demonstrate practical knowledge in data analysis and writing up research findings in an academic format</li> </ol>		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> <li>1. Introduction to educational and psychological research</li> <li>2. Types of educational research</li> <li>3. The research processes</li> <li>4. Ethical issues</li> <li>5. Qualitative methodologies and data (open ended questionnaires, interviews, observations, ethnographic research, grounded theory, phenomenology, narrative approaches)</li> <li>6. Analysis of qualitative data (thematic analysis, discourse analysis, Interpretative Phenomenological Analysis)</li> <li>7. NVivo software for qualitative data analysis</li> <li>8. Quantitative methodologies and data (questionnaires, standardized tests, psychometric scales)</li> <li>9. Writing research proposals and research reports in APA style</li> <li>10. SPSS software for data analysis</li> <li>11. Key principles in quantitative data analysis: Probability &amp; hypothesis testing, descriptive statistics, inferential statistics and distributions</li> <li>12. Presenting quantitative data</li> <li>13. Comparing 2 groups: The T-test (Comparing 2 groups: The T-test)</li> <li>14. Comparing <math>\geq 3</math> groups: Analysis of Variance (Comparing <math>&gt;3</math> groups: Analysis of Variance – ANOVA), Analysis of Covariance</li> <li>15. Non parametric tests: Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal Wallis test</li> <li>16. Tests of association: Correlation, chi-square test</li> </ol>		
Teaching Methodology	Interactive lectures, lab presentations, lab tutorials, class group work, class discussion		
Bibliography	<ol style="list-style-type: none"> <li>1. Cohen, L., Manion, L. and Morrison, K. (2007). Μεθοδολογία εκπαιδευτικής έρευνας. Μεταίχμιο (μετάφραση)</li> <li>2. Cohen, L., Manion, L. and Morrison, K. (2017). Research methods in education (8th edition). Routledge</li> <li>3. Pallant, J. (2020). SPSS survival manual (7th edition). Open University Press</li> </ol>		
Assessment	<ol style="list-style-type: none"> <li>1. Project</li> <li>2. Midterm exam</li> <li>3. Final examination</li> </ol>		



	4. Participation
Language	Greek

Course Title	Research Methods and Statistics II				
Course Code	PSYS-506				
Course Type	Mandatory				
Level	Postgraduate				
Year / Semester	1 <sup>st</sup> year / 2 <sup>st</sup> semester				
Teacher's Name	Professor Ioulia Papageorgi				
ECTS	7.5	Lectures / week	1 lecture, 3 hours / week	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course is the second in the series of courses that are part of the Master's Thesis. This course is a continuation of the PSYS-503 course, with the main objective of presenting and using advanced statistical methods in quantitative data analysis. Also, students will have the opportunity to practice using statistical methods of analysis, interpreting results and writing them up, as well as choosing an appropriate statistical test to answer research questions. Actual research studies from academic journals will be used as examples.</p> <p>More specifically, the main objectives of the course are:</p> <ol style="list-style-type: none"> <li>1. To introduce advanced quantitative data analysis methods</li> <li>2. To develop skills in the statistical analysis of quantitative data</li> <li>3. To show how quantitative and qualitative research methods and data analysis can be combined in a mixed methods study</li> <li>4. To develop skills in the interpretation and writing of results</li> <li>5. To develop skills in the correct choice of statistical test to answer research questions</li> </ol>				
Learning Outcomes	<p>After completing the course, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Use of advanced methods of quantitative data analysis</li> <li>2. Carry out data analysis and writing up research findings in an academic format</li> <li>3. Select appropriate data analysis methods and tests to answer research questions</li> <li>4. To understand how quantitative and qualitative research methods and data analysis can be combined in a mixed methods study</li> <li>5. Evaluate research studies published in journals in terms of methodology, analysis of results and their interpretation by the authors</li> </ol>				
Prerequisites	PSYS-503	Required	None		
Course Content	<ol style="list-style-type: none"> <li>1. Repeated Measures ANOVA</li> <li>2. Mixed ANOVA</li> <li>3. Multivariate Analysis of Variance (MANOVA)</li> </ol>				

	<ol style="list-style-type: none"> <li>4. Linear Regression analysis</li> <li>5. Multiple Linear Regression analysis</li> <li>6. Reliability analysis</li> <li>7. Data Reduction Techniques: Factor Analysis</li> <li>8. Data Classification Methods I: Cluster Analysis</li> <li>9. Data Classification Methods II: Discriminant Analysis</li> <li>10. Mixed methods: Combining quantitative and qualitative approaches and data</li> <li>11. Choosing an appropriate test to answer research questions: Real examples and practice</li> </ol>
Teaching Methodology	Interactive lectures, class group work, class discussion
Bibliography	<ol style="list-style-type: none"> <li>1. Cohen, L., Manion, L. and Morrison, K. (2007). Μεθοδολογία εκπαιδευτικής έρευνας. Μεταίχμιο (μετάφραση)</li> <li>2. Cohen, L., Manion, L. and Morrison, K. (2017). Research methods in education (8th edition). Routledge</li> <li>3. Pallant, J. (2020). SPSS survival manual (7th edition). Open University Press</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>1. Project</li> <li>2. Midterm exam</li> <li>3. Final examination</li> <li>4. Participation</li> </ol>
Language	Greek



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



### **Appendix 3: Revised course PSYS-505 Child Psychopathology**

Course Title	Child Psychopathology				
Course Code	PSYS-505				
Course Type	Required				
Level	Masters				
Year / Semester	Year 1 / Semester 2				
Teacher's Name	Professor Xenia Hadjicharalambous				
ECTS	7.5	Lectures / week	1 lecture, 3h/week	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course aims to investigate the scientific field of developmental psychopathology, presenting the different approaches in developing psychopathology in children and adolescents, as well as the general principles of contemporary developmental psychopathology. The main core of the course is the study and understanding of the clinical picture, etiopathogenesis, diagnostic assessment, differential diagnosis, comorbidity and basic therapeutic and preventative interventions of a wide spectrum of mental disorders of childhood and adolescence. Particular emphasis is placed on the way in which the existence of a mental health issue affects the developmental course of the individual.</p> <p>The course aims for the students to get to know:</p> <ol style="list-style-type: none"> <li>1. The main forms of child psychopathology that can be present at school.</li> <li>2. The research that supports the presence of these diagnostic entities but also alternative theoretical orientations that challenge the categorical representation of childhood and adolescence disorders</li> <li>3. Research-based preventative and therapeutic intervention programs with focus on those programs that can be implemented in the school setting.</li> </ol>				
Learning Outcomes	<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. To understand the symptomatology of different forms of psychopathology appearing in childhood and adolescence.</li> <li>2. To realise the differential diagnosis of mental disorders of childhood and adolescence and practise in differential diagnosis skills among disorders that have similar symptomatology.</li> <li>3. To understand the comorbidity of mental disorders of childhood and adolescence and realise the impact that comorbidity has on the treatment approach.</li> <li>4. To know the epidemiology of each mental disorder of childhood and adolescence in relation to the parameters linked to epidemiology.</li> </ol>				

	<ol style="list-style-type: none"> <li>5. To delve into the etiopathogenesis of a wide spectrum of childhood and adolescence mental health issue.</li> <li>6. To realise the importance of prevention in particular forms of child psychopathology and delve into factors that contribute to prevention.</li> <li>7. To know the research-based intervention programmes for the various forms of child psychopathology.</li> <li>8. To become aware of and realise the educator's role in the classroom in relation to children that show symptoms of any form of child psychopathology.</li> <li>9. To be trained in methodologically appropriate/scientifically documented practices based on the mental health of each child.</li> <li>10. Critically interpret and apply empirical findings to address problems, make decisions and enhance the social, behavioral and/or academic functioning of children and youth.</li> <li>11. Demonstrate an understanding of the impact of multiple systems on children's development.</li> </ol>		
Prerequisites	None	Required	None
Course Content	<p>The modules of the course are:</p> <ol style="list-style-type: none"> <li>1. Risks and Protective Factors</li> <li>2. Prevention and Promotion of Mental Health</li> <li>3. Diagnosis, Assessment (including strengths) , Preventative and Therapeutic Interventions</li> <li>4. Autism Spectrum Disorder</li> <li>5. Attachment Disorders</li> <li>6. Post-traumatic stress Disorder</li> <li>7. Anxiety Disorders <ul style="list-style-type: none"> <li>▪ Separation Anxiety Disorder</li> <li>▪ Generalised Anxiety Disorder</li> <li>▪ Specific Phobias</li> <li>▪ Social Phobia</li> <li>▪ Panic Disorder</li> </ul> </li> <li>8. Obsessive Compulsive Disorder</li> <li>9. Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>10. Oppositional Defiant Disorder</li> <li>11. Conduct Disorder</li> <li>12. Depression</li> <li>13. Bipolar Disorder</li> <li>14. Childhood Schizophrenia</li> <li>15. Eating Disorders</li> <li>16. Substance Abuse in Adolescence</li> </ol>		

	<ol style="list-style-type: none"> <li>17. Internet Addiction Disorder in Adolescence</li> <li>18. Gambling Addiction Disorder in Adolescence</li> <li>19. Specific Topics e.g.           <ul style="list-style-type: none"> <li>▪ Underlying processes – Emotion regulation, Learned behavior, Attachment, Rumination</li> <li>▪ Culture and Psychopathology</li> <li>▪ Risks for Ethnic Minority Children</li> <li>▪ Risks (e.g. child maltreatment) and Protective Factors in the Family</li> <li>▪ Gender Dysphoria Disorder</li> </ul> </li> </ol>
Teaching Methodology	Interactive lectures, in-class group work, in-class discussions
Bibliography	<ol style="list-style-type: none"> <li>2. Wilmshurst, L. (2021). <i>Developmental Psychopathology</i> (2<sup>nd</sup> ed.) (Transl. Bezevegis, E.). Athens: Gutenberg</li> <li>3. Kakouros E. &amp; Maniadaki. K. (2005). Child and adolescent psychopathology: A developmental perspective. Athens: Typothito</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>1. Activities/class participation</li> <li>2. Assignment – Literature review</li> <li>3. Or Case study</li> <li>4. Or Prevention/Therapeutic intervention program manual</li> </ol>
Language	Greek





#### **Appendix 4: Examples of recent Faculty Trainings delivered by the Faculty Training and Development Unit**



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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