

Doc. 300.1.2

Date: 31/5/25

Higher Education Institution's Response

- **Higher Education Institution:**

Cyprus University of Technology
Faculty of Health Sciences

- **Town: Limassol**

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

Μεταπτυχιακό στις Επιστήμες Αναπτυξιακών
Διαταραχών Επικοινωνίας (πλήρης φοίτηση: τέσσερα
εξάμηνα (24 μήνες) ή μερική φοίτηση: οκτώ εξάμηνα
(48 μήνες) / 112 ECTS

In Greek:

Master Επιστήμες Αναπτυξιακών Διαταραχών
Επικοινωνίας

In English:

Master in Developmental Communication Sciences and Disorders

- **Language(s) of instruction: Greek and 3 courses in English**

- **Programme's status:** Currently running since 2021

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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



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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 2nd 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.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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Areas of improvement and recommendations

There is a potential gap in mechanisms for action on student feedback as problematic feedback is only shared with the programme coordinator with the agreement of the individual instructor. Although there is a departmental quality assurance committee, we were unsure how this committee would receive information on potential issues.

As a recommendation, we suggest involving **employer representatives, registration bodies, clinicians, and alumni in the quality assurance process to advise on programme content and assessments** (e.g., industry leaders, professional organisations).

Answer: The current recommendation will be adopted. As of Sept 2025, the departmental quality assurance committee will include members from the Student Affairs Office (Chair and School of Health Sciences Representatives, Registration, as well as two alumni students and two professional SLPs from external stakeholders. Names will be provided upon request

The EEC recommends that the department create a staff-student committee to receive feedback on ongoing module content and delivery. This would allow rapid identification of issues such as overlap in the content of modules within or between semesters.

Answer: As of next week (June 2025) the Program Coordinator will approach students who might be interested in forming such a committee. This is a significant recommendation that will be adopted ASAP.

The quality assurance policy document does not seem to be publicly available. Although the information as such seems to be adequate and known to teachers and students, this information should also be available, for example, to stakeholders and prospective students. Also the selection criteria should be available not only during the selection phase but also during the whole academic year to give prospective students an impression of the selection criteria.

Answer: The proposed documents will be made available to the interested bodies upon request. The program will also comply with recommendations related to the availability of selection criteria throughout the year.

The EEC recommends the implementation of an Examination Board, although we have the impression that this is not part of the University policy on quality assurance. We think that there should be a possibility for a student to appeal against a grade, or to ask for exemptions, or consideration of extenuating circumstances. From our interview with the students, we have the impression that currently there are no issues in this respect, but it would be good to have a system in place in case there is a need for it.

Answer: The coordinator of the program will take into consideration the formation of the recommended committee. It is suggested that this committee function as a pilot. We understand students' rights, but they also need to realize that they have obligations. By no means do we need the students to "abuse" these rights via the recommended committee (so we will form a committee as a pilot).

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

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Areas of improvement and recommendations

Consider implementing a formal policy on student co-authorship of research articles where the student has made a significant contribution to a report through data collection, analysis, or writing.

ANSWER: The recommendation will be adopted. Already, some students have expressed their interest in engaging in a formal journal submission process to gain experience (especially for those interested in pursuing a PhD). An authorship agreement paper will be prepared as per the recommendation of the EEC.

The original report referred to 'Examinations' in describing assessments. This can be misleading for an EEC, leading to a false expectation that students undertake unseen exam papers. Greater clarity in terminology would be helpful. The EEC recommends the implementation of the possibility of doing clinical work alongside programme content, particularly for students opting for a full-time programme of study.

Answer: The terminology will be reviewed and changed/revised. Instead of examining the terminology, it can include the following: assessments, quizzes, clinical reports, scientific paper review, clinical case-study report, etc. The program is not connected to a clinical practicum. Students are already engaged/employed in clinical settings. For those not in clinical work, the Rehabilitation Clinic can offer them some clinical hours upon coordination with space availability, schedule flexibility, and case-load (number of patients). We will encourage students to be engaged in clinical work via different venues/frameworks/placements, especially those who will be preparing a clinical case study thesis. The coordinator of the program has already made contact with various NGOs and clinical settings in the effort to ensure/secure student placements.

3. Teaching staff (ESG 1.5)

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Especially at the level of the coordinators, a high administrative burden is experienced, also because of attendance to many different committees (e.g. promotion committees). As the number of teachers is growing

there is an opportunity for an improved workload allocation. At the institutional level, we would encourage the development of a workload model to ensure tasks are shared equitably among staff.

Explicit presentation of leadership/mentorship aspects as learning outcomes of individual modules and overall programme objectives.

Answer: It will be challenging to comply fully with the recommendation regarding administration duties reduction and decreased workload because of the bylaws of CUT about Faculty positions (especially tenured Associate and Full Prof rankings). The co-ordinator will suggest the employment of a part-time secretary to support administrative duties. The secretary will be funded by internal revenue money as well as partially by CUT funds (CUT takes a 20% overhead of the program's internal revenues- over the four years, the current Master's program brought close to 160,000 Euros. Explicit leadership and mentorship aspects as learning outcomes will be targeted in the courses, especially courses related to service delivery, clinical counseling, and thesis completion.

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

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Even though the student admission regulations are predefined, they should be explicitly published and publicly available throughout the year.

Answer: The program will comply to this recommendation

5. Learning resources and student support (ESG 1.6)

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Areas of improvement and recommendations

Issues of space for labs and teaching are being addressed through new building plans. However, there will be disruption to teaching, clinics and labs during the construction process.

Even though remote participation in the learning resources is possible and in some instances preferable, the CYQAA processes for regulation and approval were not clear to the visiting panel.

The EEC noted that there is a need for cheap student housing, which currently seems to be problematic. We know that this is not in the hands of the programme, and we understand it is under consideration of the board of the University.

Answer: CUT is currently renovating new premises to host the Department until construction is completed. The building under renovation is spacious and consists of indoor (office spaces and student lounges) and outdoor facilities (garden, orchard, canteen). Housing in Limassol has been a MAJOR issue, but the University and the Government have announced the onset of Housing Construction works (Verengaria Project) funded by the Cyprus Government.

j Additional for doctoral programmes

(ALL ESG)

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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

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D. Higher Education Institution academic representatives

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Date: 28/5/25

CO-ORDINATOR KAKIA PETINOI

DEPARTMENT CHAIR

COSTAS CHRISTOPHI

