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# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty (if applicable):** Faculty of Health Sciences
- **Department/ Sector:** Department of Rehabilitation Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

## In Greek:

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

## 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].

#### Programme Name

Master (MSc) in Sciences in Developmental Communication Disorders (SDCD) (full-time: four semesters (24 months) or part-time: eight semesters (48 months) / 112 ECTS)

- **Language(s) of instruction:** Greek, English
- **Programme’s status:**  
New programme: No  
Currently operated: Yes

## A. Introduction

The external examination committee (from now on EEC) was asked by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (from now on CYQAA) to evaluate the progress of the MSc program in Developmental Communication Disorders (DCD) at the Cyprus University of Technology (CUT). The evaluation included a thorough analysis of the accreditation report prepared by the institution, including an evaluation of the Internal Evaluation Committee, and a site visit.

The site visit was held on the 17th of March 2025. The ECC had meetings with the Vice-Rector of Academic Affairs, with members of the Internal Quality Assurance Committee, with the Dean of the Faculty, the Department Chair, the programme coordinator, with the teachers, with stakeholders, with students, and with administrative staff.

The MSc programme in Developmental Communication Disorders consists of thirteen courses corresponding to 6 or 10 ECTS each depending on the course, and including a postgraduate dissertation or the independent study which is credited with 28 ECTS. The training and specialization of the students is achieved through lectures, research methods, seminars / workshops, specialized clinical case studies of pathological patients as well as through the postgraduate dissertation in which current cognitive theories within the field DCD will be closely discussed.

After reading the accreditation report, the EEC had several questions on the various aspects that they needed to evaluate in this report. Almost all of these questions were answered satisfactorily and the meetings led to insightful extra information. On the basis of this, the EEC can conclude that all standards are met. Below we will give a more elaborate description of how these standards are met and in some cases we give some suggestions for improvement.

The EEC welcomed the openness and quality of the discussion with the programme team, students and stakeholders. We were impressed by the evolution of the programme after its start five years ago. This includes the resources and the building that is home to the programme, where an integrated unique approach between teaching, rehabilitation and research is possible. The degree to which the programme and department delivers outcomes of impact to Cyprus healthcare and society was also notable. We offer comments below for consideration for the programme team, for the continuous evolution of the programme and the quality of the modules.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Kristiane van Lierde	Full professor	Ghent University (B)
Rosemary Varley	Full professor	University College London (UK)
Roel Jonkers	Full professor	University of Groningen (NL)
Marios Chrysanthou	Graduate Student	Open University of Cyprus (CY)
Name	Position	University
Name	Position	University

## 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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*
  - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
  - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
  - *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*
    - *collaborates with industry experts for curriculum development.*
    - *conducts joint reviews with external academic specialists to maintain academic rigor.*
    - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
    - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
    - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 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*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*

- *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*
- *industry trend analysis.*
- *feedback mechanisms from external partners/stakeholders*
- *data exchanges with professional networks*
- *employer insights concerning career readiness*



- *Students and staff are involved in providing and analysing information and planning follow-up activities.*



## Findings

### 1.1. Policy for quality assurance

The policy described for quality assurance meets the standards. The original programme was approved by the Rehabilitation Sciences Department and the Board of the Faculty of Health Sciences. There are clear quality assurance procedures in place at the departmental, faculty and university level. The curriculum quality of this programme (content and teaching) is evaluated by the students at the end of each semester through questionnaires. The outcomes are available to the Head of Department but are only shared with the programme coordinator with the agreement of the individual instructor.

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

The design, approval, monitoring and review of the programme meet the necessary standards. In the preparation of the curriculum, experts have been involved, especially in the preparation of the content of the programme and its development in adding new modules and in the description of the learning outcomes. The EEC notes a clear difference between the content and the competencies of the BSc versus the MSc programmes. The workload that is described for every module appears feasible and is in line with the workload expressed in ECTS for other MSc programmes. The programme prepares students for the labour market, as confirmed by the stakeholders, provides them with high-level scientific knowledge on developmental communication disorders, critical appraisal and problem-solving skills. It also prepares them to become independent scientists, including the possibility of registering for a PhD. The programme is structured in such a way that students should be able to show the required attainment. The process of approval and monitoring has been described in 1.1.

### 1.3. Public information

The public information on this programme meets the standard. From the meetings the EEC had with students and teachers it is concluded that further information on the qualifications awarded, teaching and assessment procedures and pass rates are available for students. There are possibilities for international students to participate in this programme, helped by the fact that some of the courses are taught in English.

### 1.4. Information management

The information management concerning this programme meets the standard. The EEC is aware of the fact that the preparatory document for the evaluation was submitted 16 months prior to the visit (as required by CYQAA) and therefore key information on this programme could not be reported at this point. However, during the meetings we received all of this information and we valued its content. The Moodle system that is used for this programme, was shown to us and contained impressive content. For example, it is standard practice for courses to be uploaded online and processes ensure that the basic information for each course (including the materials and the basic literature) is accessible to everyone.

## Strengths

A high response rate is ensured for student feedback on each module as the student can only gain access to subsequent modules on Moodle if they complete the feedback form for previous modules.

The EEC noted a clear difference between the competences of the students and the level of the courses of the MSc as compared to the BSc and this was also reported by the students, and noted by the stakeholders. The MSc has a clear research character and clinical profile, with a master's thesis as an outcome. The EEC is impressed by the possibility of a trajectory from Masters to PhD and we were happy to see that several MSc students now are registered or aim to do a PhD.

The EEC really appreciates the information in Moodle that is provided to the students. The students are well informed about the modules and the instructions for the module and its assessments, including videos, samples of previous students' work, abstracts, manuscripts, learning outcomes.

## 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 would like to suggest the participation of employer representatives, registration bodies, clinicians and some alumni in the quality assurance process to advise on the programme content or assessments (e.g., industry leaders, professional organisations).

The EEC recommends that the department creates 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.

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.

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.

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**

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

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of 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 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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 2.3 Student assessment

### Standards

- *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 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.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

### Findings

#### 2.1. The process of teaching and learning.

The MSc programme in Developmental Communication Disorders consists of thirteen modules corresponding to 6 or 10 ECTS depending on the module, and including a postgraduate dissertation or the independent study which is credited with 28 ECTS. The training and specialization of the students is achieved through several different teaching methods, such as problem based learning exercises, lectures/tutorials, individual and/or group presentations, individual meetings, pitching, seminars and/or

workshops, discussions, specialized clinical case studies of patients as well as through the postgraduate dissertation in which current cognitive theories within the field of DCD are closely discussed, and in some cases resulting in peer reviewed publications where the students are co-authors. Each compulsory and elective module has clearly described modes of delivery including student-centred teaching methods. The programme is dynamic and responsive to workforce issues by updating modules with new content (e.g. the elective on school setting service provision). The academic staff is well trained and is able to encourage the proposed idea of LifeLong Learning by using a variety of academic teaching methods.

## 2.2. Practical training

Practical and theoretical studies are interconnected and several practical training methods are included in the programme, including computer/software workshops (e.g. statistical freeware), laboratory practice, learning to use practical applications, exercises, learning to use rating scales, role-play and field trips.

## 2.3 Assessment

The assessment procedures are clearly described in Moodle for the students. Many different assessment methods are incorporated, including writing essays, preparing posters, or doing pitches. The regulations require continuous assessment, with coursework components throughout and a final assignment that contributes for 50% of the grade.

### Strengths

The EEC has the impression that the programme is well-balanced between research, clinical skills and attitudes and that the programme is constantly under dynamic review from the teachers. The integration of the in-house rehabilitation centre is a great benefit for the general education and rehabilitation skills of the SLT's.

The EEC is impressed by the design of Moodle for the students and the module we reviewed (Bilingualism, Multilingualism and Multiculturalism) has rich learning resources, including abstracts, example assessments, video's, etc. We assume all other modules have similar quality of information and resources.

The teaching of the research skills is highly acknowledged. Students get a very good scientific background, which provides them with the opportunity to pursue their studies with a PhD trajectory. The students expressed high satisfaction with the development of their research and clinical skills during their participation in the programme.

The programme is well contextualised, addressing language and cultural issues of great relevance to the Cypriot context.

Students expressed strong satisfaction with the amount and quality of feedback on their work.

The programme makes use of a great balance between different ways of assessment, including practical work, reviewing papers, writing abstracts, preparing pitches or papers.

### 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.

The original report made reference 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.

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

### 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.*
- *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.*

#### Findings

The teaching staff qualifications (including visiting professors) are excellent and the number of the teaching staff is adequate to run the masters programme. The teaching staff is absolutely able (1) to achieve the



objectives and planned learning outcomes of the masters programme, (2) to ensure quality and sustainability of the teaching and learning, and (3) to implement new educational principles and research technologies.

The EEC would like to congratulate the teaching staff on their qualifications regarding teaching and research. Moreover, the EEC congratulates Prof. Kakia Petinou, the programme coordinator, and the coordination committee (Professor Kambanaros and Assist. Professor Eleni Theodorou), for their motivation and excellent professionalism. It was obvious that each professor has their own expertise (educational expertise, research expertise and expertise regarding societal outreach) and that the professors are working together effectively to develop and evaluate the content and the quality of the masters programme. The courses are provided by experts in the field of DCD. The CVs of staff indicated that they were research active and contributing to knowledge in the field.

We noted that all students to date have opted to complete a research project rather than a clinical case study. We were also reassured that the clinical case study was comparable to a research project (e.g. through use of single case, multiple baseline methods). Staff were able to report procedures for ethical approval of student research. CUT does not have an institutional ethics committee and approval is granted by an external body. Staff facilitated approvals through submission of generic research programme ethics and students were able to work within these approvals.

### Strengths

The programme staff are outstanding in their capabilities and achievements. They demonstrated high levels of ability and professionalism.

CUT has a sabbatical policy that allows all staff at whatever grade periods of research leave to allow them to maintain/develop their research profile and to ensure their knowledge is up-to-date. There are also conference and pump-priming funds available.

There is a clear promotion path and promotion criteria include teaching, citizenship and research, although they are not always equally weighted.

### Areas of improvement and recommendations

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 the 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.

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

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

##### Findings

###### 4.1.

The admission requirements are clear, including the requirements for Greek and English proficiency. If needed, the admission board is able to conduct interviews with prospective students. The course fee is affordable and there are only a few extra costs throughout the programme. We note that the majority of teaching is in Greek and this blocks the recruitment of non-Greek speaking students to the programme.

###### 4.2.

Student progress is impressive. During the meeting with the coordinators the EEC received the grades and progress of the first cohorts. Students do well and make good progress. There were only two dropouts so far.

###### 4.3.

The labour market appreciates the quality of the students and the added value of the MSc-level of the students, where clinical experience and scientific knowledge go together.

The programme team was optimistic regarding future recruitment and saw no risk of saturation of the market.

#### 4.4.

Representatives of the Cyprus Registry and Cyprus Association of Registered SLPs saw no risk of misrepresentation of non-clinical graduates of the programme representing themselves as clinically-qualified SLPs.

### Strengths

The students that the committee met were impressive. They were articulate and strongly supportive of the programme and the staff. Some of the student panel had already progressed to PhD, or were intending to register for doctoral studies.

Employer representatives strongly affirmed the competencies of graduates and students of the MSc, and expressed the view that they would enhance the capabilities of the workforce in Cyprus through leadership and mentorship. There were clear bilateral influences between the programme and employers.

Prospects for employability appear strong, with both students and employers confident that completion of the programme would enhance career prospects.

### Areas of improvement and recommendations

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

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**

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *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 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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

### Findings

Information provided in documents, during our meeting with the support staff and our tour of the building indicates that all relevant standards are met, and this impression was confirmed by the teachers and students.

#### 5.1 Teaching and Learning Resources

Teaching and learning resources are available to students via a very well resourced library, and the virtual learning environment (Moodle) provides a convenient mechanism by which students can access resources relevant to each module. The librarian who is most closely involved with the programme works closely with the academic staff to ensure that resources are allocated and made accessible to students in a way that meets current and future learning needs of the programme and provides very good support for students. Access to teaching and learning resources is also facilitated by appropriate technical and IT support.

## 5.2. Physical resources

The physical resources available to the programme are of a very high standard and are capable of supporting students. Information about available resources is clearly communicated to students through various channels, including course information on Moodle, library staff and the website. It was interesting to hear from the architect of the plans for the building upgrades. Laptop loans were available to students where necessary.

The presence of a rehabilitation centre embedded within the subject area ensures that staff and students are able to see at first hand how the curriculum of the programme relates directly to clinical practice. It also provides opportunities for students to undertake clinically relevant research for their dissertations.

## 5.3. and 5.4. Human support resources & student support

The staff resources for student support include an appropriate range of tutors, well-qualified administrative staff and students have access to a range of support including psychological support, support for use of library resources and support for development of research.

Both academic and support staff showed a good level of awareness of the importance of flexibility in adapting to the learning and assessment needs of a diverse population and students with individual needs. There is specific support for students with disabilities, ensuring that the programme is not limited to applicants from a specific professional route, and the MSc is a potential step on the pathway to PhD study as well as supporting advanced professional practice. This is in line with the general approach that encourages mobility within and across higher education systems.

The students who met with the EEC were very positive about the support available to them and all indications are that staffing levels have been adjusted to meet student needs.

## Strengths

The building was of very high standard and state-of-the-art equipment is available (e.g. sound booth, TMS, tDCS, eye-tracking), as well as clinic treatment and observation rooms.

It was clear that there was strong institutional support for the programme, with recognition of the contribution to Cypriot society, and willingness to invest in staff and physical resources for ongoing development.

## 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.

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

### Signatures of the EEC

Name	Signature
Kristiane van Lierde	
Rosemary Varley	
Roel Jonkers	
Marios Chrysanthou	
Click to enter Name	
click to enter Name	

**Date:** 18-3-2025