Doc. 300.3.1/1

Date: 2.11.2020

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
CYPRUS UNIVERSITY OF TECHNOLOGY

- **Town:** Limassol

- **School/Faculty:** Faculty of Health Sciences

- **Department:** Department of Rehabilitation Sciences

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

Programme 1 – [Title 1]
In Greek:
XXXXXXX
In English:
 BSc in rehabilitation Sciences-speech-language therapy/speech pathology
Language(s) of instruction: Greek

Programme 2 – [Title 2]
In Greek:
XXXXXXX
In English:
 PhD in Rehabilitation Sciences
Language(s) of instruction: Language(s)

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

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REPUBLIC OF CYPRUS

A.   Introduction

This part includes basic information regarding the onsite visit.

The external examination committee (from now on EEC) was asked by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to evaluate the Bachelor in Rehabilitation Sciences – Speech-Language Therapy/Speech Pathology and PhD Rehabilitation Sciences at the Cyprus University of Technology in October (26th) 2020. The evaluation included a thorough analysis of the report prepared by the institution. Also a virtual tour of the University of Technology and the specific rehabilitation clinic were added. There was also the possibility to follow live streaming of the courses.

Due to the Corona pandemic a remote site visit (using ZOOM) took place on the 26th of October 2020. The ECC had online meetings with the Vice Rector of Academic Affairs Prof. Keriles, with the dean of the Faculty of Health Sciences Prof. Middleton and the department head of the program Prof. Petinou. The EEC had also the opportunity to meet the teaching staff, one student from the bachelor program and the administrative staff.

The academic Bachelor program in Rehabilitation Sciences runs over 4 years (8 semesters/each semester has 30 ECTS) corresponding to 240 ECTS. The training of the students is achieved through compulsory courses, elective courses, the writing of a thesis and several clinical education courses (different levels) and clinical placement opportunities. The PhD program in Rehabilitation Sciences, coordinated by Prof. Konstantinou, consists of 4 years (8 semester/each semester has 30 ECTS) corresponding to 240 ECTS. The program requirements are 60 ECTS compulsory courses and 180 ECTS (6 semesters of 30 ECTS/semester) undergraduate/postgraduate assignments.

After reading the accreditation report, the EEC had some questions on the various aspects that needed to be evaluated in this report. Most of these questions were answered satisfactorily and the meetings led to insightful extra information. Some additional information was submitted after the online meetings. Based on 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.

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B.   External Evaluation Committee (EEC)

Name	Position	University
Ona Bo Wie	Professor	University of Oslo
Rosemary Varley	Professor	University College London
Kristiane Van Lierde	Professor	University Ghent, Belgium
Anna Theodoulou	Member of the Professional Association Body	University
Evrydiki Kolokoudia	Student psychology	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  ### *Findings*

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

  ### *Strengths*

  A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

  ### *Areas of improvement and recommendations*

  A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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:*
    - *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*

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*
    - *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*

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- *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - *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*

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BSc in Rehabilitation Sciences/Speech Language Pathology

The CUT delivers a four year academic Bachelors program in Rehabilitation Sciences- Speech and Language Therapy/Speech Pathology including a total of 46 courses of which 43 are compulsory courses (mostly 5 ECTS) and 3 elective courses (mostly 5 ECTS). Three of the compulsory courses are clinical education courses (from Level I to Level III) (each 5 ECTS) organized in the University Rehabilitation Clinic and in the community (Clinical Education III). One course is a clinical practicum (consisting of 250 clinical hours corresponding with 20 ECTS). This course is situated in the fourth year (8th semester) and gives the student the exclusive opportunity to implement and exercise speech therapy in a working environment. The transfer from Clinical Education II and III to clinical practicum (real internship) is quite challenging from the student's perspective (but meets the academic standards).

Two of the courses are directly related to the writing of the Bachelor thesis and are situated in the 4th year (7th semester and 8th semester). The outcome of the bachelor thesis is a written essay. This essay is presented for peers and for experts. Also societal science communication is mentioned as a course content.

The course descriptions are precise and clear and are written in accordance with the EU-regulations following the Bologna agreement. The teaching methods (individual sessions with supervisor, small group work, microteaching, lectures,..) and the assessments (mid-term exams, assignments,…) are diverse and were appreciated by the student representative. The teachers and administrative staff are very well trained and highly competent for their specialized tasks, and very enthusiastic and supportive of their students. Social services on campus are well developed, and also appear to have been very well prepared to meet the students' needs during the pandemic lockdown (support with computers/laptops, food services delivered by the church,..). The participation in ERASMUS provides international and intercultural opportunities for both the students and the staff. Also the guest lectures provided by international experts were highly appreciated by the student representative.

The institution describes the system for quality assurance according to standards. Both the quality assurance committee for the university and for the department take responsibility for quality assurance for this program. The curriculum quality of this program (content and teaching) is evaluated by the students at the end of each semester through questionnaires. The outcomes are discussed by the Program Coordination Committee, and inform any short term adjustments that are needed.

Findings for PhD in Rehabilitation Sciences

The CUT delivers a four year full-time study with 240 ECTS, 60 ECTS in post-graduate courses and at least 180 ECTS for research (eight semesters with 30 ECTS/semester). The Departmental Postgraduate Committee considers course work taken for previous master or doctoral programs from CUT or other universities to be applied towards the required 60 ECTS for course work. All doctoral students must take the compulsory course "Research methods and biostatistics" (according to CUT rules and regulations from the Quality Assurance for Doctoral Dissertations). The program purposes and objectives are clear and the intended learning outcomes meet the academic standards. The PhD program is accessible to incoming students because the language of instruction is English. The academic staff and teaching personnel is highly qualified and there is an obvious synergy between academic teaching and research. The EEC is pleased by the global mindset of the PhD

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program (submitted information by Prof. Konstantinou after the interviews) by introducing the possibility to include courses from PhD programs of other faculties and universities.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths BSc in Rehabilitation Sciences/Speech Language Pathology
1) Highly qualified cooperative and motivated teaching staff (from a scientific and clinical point of view).
2) Excellent teacher to student ratio.
3) Excellent infrastructure, not least the excellent clinical practicum facilities at the University Rehabilitation Clinic and the different unique and very specialized Research Labs.
4) The services are evaluated at university level both by the students and the staff and the department is informed of the outcomes.

The student the EEC spoke with was very satisfied with the way they receive information and knowledge (theoretical knowledge and practical skills) and the way they are followed during the educational processes and with the opportunities they receive. The student respects the teaching staff.

Strengths for PhD in Rehabilitation Sciences
1) Highly qualified cooperative and motivated teaching staff (from a scientific and clinical point of view).
2) Excellent teacher to student ratio.
3) Excellent infrastructure, not least the excellent clinical practicum facilities at the University Rehabilitation Clinic and the different unique and very specialized Research Labs.
4) The services are evaluated at university level both by the students and by the staff and the department is informed of the outcomes.
5) The language of instruction is English so an international and intercultural learning environment is possible

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations BSc in Rehabilitation Sciences/Speech Language Pathology

Three aspects of improvement follow from the above-mentioned strengths:
1) Although the EEC saw how thoroughly the Bachelor Program was planned, the location of two courses "basic statistics and research methods for rehabilitation sciences" in the program needs relocation. Both courses are now provided in the 3rd year (basic statistics in the 3rd year/5th semester) and the fourth year (research methods in the 4th year/7th semester). It is important to implement the

principles of scientific thinking, critical reflection and the principles of evidence-based practice as early as possible in the program and through-out the program.

2) More diversity in the student population is recommended (incoming students, students from different international and intercultural environments and students from abroad). Some courses offered in English would also give opportunities for incoming student mobility. At present, there are no incoming students on the BSc program.

3) To the best of our knowledge, the secretarial staff consists of only two persons. Taking into account the high administrative demands for teaching and the administrative load to achieve the quality standards, the EEC recommends more administrative support for the teaching staff and the supervisors.

Areas of improvement and recommendations PhD in Rehabilitation Sciences

The incorporation of courses from other PhD programs (from other faculties of universities) is appreciated. An increase of the flexibility of the program is expected. An evaluation of the added courses is of course needed.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BSc in Rehabilitation Sciences/Speech Language Pathology	PhD in Rehabilitation Sciences	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Choose answer
1.3	Public information	Compliant	Compliant	Choose answer
1.4	Information management	Compliant	Compliant	Choose answer

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.*

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.*

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 and 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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BSc in Rehabilitation Sciences/Speech Language Pathology

We had the opportunity to meet with one student representative from the BSc programme. They provided a very positive report of the programme, support from staff, and opportunities for personal growth. In addition to support from the programme team, there was strong endorsement of staff and resources in library and student welfare services. The panel reviewed course documentation and had opportunities to discuss issues in learning, teaching and assessment with the course team. We found the team to be open and responsive in all these discussions. The review team also watched video recordings of a neurolinguistics lecture and clinical/practical training sessions. The document bundle included examples of proforma for marking assessments. The links between lecture content and clinical/practical training was clear and well-principled.

Findings for PhD in Rehabilitation Sciences

There is careful oversight of the progress of the PhD student and suitable checks on the quality of supervision through research committees, with independent members. The doctoral candidate progresses through a series of stages (comprehensive oral examination, development and defence of a research proposal, thesis presentation and final defence). Information on the doctoral process is clearly stated.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for BSc in Rehabilitation Sciences/Speech Language Pathology

1. The sample lecture revealed active engagement of students. The lecturer presented clinical data and asked students for analysis of data. There was an active learning approach that was likely to enhance deep learning in students.
2. The programme exploits its location in a university of technology with good incorporation of digital technology into the curriculum.
3. The review panel were impressed by the support provided by library staff in support of student skills in literature searching and retrieval of diverse resources.
4. The library provided tablet and laptop loans to students. This is particularly commendable in supporting student learning during the COVID-19 pandemic, allowing continuing access to educational resources while working remotely from the university.
5. The Department has a new in-house clinic which supports student practical training particularly in the first three years of the programme. The clinic offers speech and language therapy to members of the university community and also to the people of Cyprus. It was noted that it had very satisfactory resources.
6. The assessment strategy is varied. It includes multiple components (e.g. MCQs, essays, case reports) and is spread across the terms.
7. Employers/external clinical supervisors endorse the competencies and attitudes of the students and graduates from the programme.
8. The programme is built upon a philosophy of evidence-based practice and students undertake a research dissertation in the final year of study. In this way, research perspectives are incorporated into learning activities.

Strengths for PhD Rehabilitation Science
Excellent policy in place to ensure quality assurance of doctoral supervision.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for BSc in Rehabilitation Sciences/Speech Language Pathology
The review panel understood that a system of anonymized marking was not in place in institutions across Cyprus, with the exception of university entrance tests. Students reported there was a system in place to appeal marks and they could request second marking when there was concern regarding grade reliability. Members of staff were able to describe processes in training teaching assistants in fair and reliable grading. The review panel recommended that clear statements are produced to describe departmental policy on second marking (e.g. review of a sample of scripts by another marker) and second marking is implemented for assessments that are given either a high distinction or a fail grade.

Provision of samples of marked assessments (translated to English) would be useful in order for future panels to comment on the marking process and feedback to students.

Consider including some statistics and research methods teaching within existing modules (e.g. those addressing evidence-based practice) so that students' research development is supported across all years of the programme.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Rehabilitation Sciences/Speech Language Pathology	PhD in Rehabilitation Science	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Choose answer
2.2	Practical training	Compliant	Compliant	Choose answer
2.3	Student assessment	Compliant	Compliant	Choose answer

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.*

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- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings BSc in Rehabilitation Sciences/Speech Language Pathology

The Teaching staff qualifications are excellent and the number of teaching staff is adequate to run the bachelor program and two more professors have recently been recruited. The teaching staff were motivated and able to: 1. achieve the objectives and planned learning outcomes of the bachelor program, 2. ensure quality and sustainability of the teaching and learning, and (3) implement new educational principles and research technologies because they can rely on excellent research labs

The EEC would like to congratulate the teaching staff on their qualifications regarding teaching, research and their cooperative attitude. Moreover the EEC congratulates Prof. Kakia Petinou, the head of the department, for her motivation and excellent entrepreneurship. 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 this bachelor program.

Findings PhD in rehabilitation Sciences.

The teaching staff qualifications are also excellent for the PhD program in Rehabilitation Sciences and the number of teaching staff is adequate to run this young PhD program. The teaching staff is also very motivated and the EEC appreciates the motivation and entrepreneurship of the program coordinator Prof. Konstantinou. Every professor has their own research topic and synergy between academic teaching and research is present. The EEC appreciate that two additional faculty members of the department of Rehabilitation Sciences Dr Petinou and Dr Pampoulou will be involved in the programme by supervising

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PhD students. A detailed description of their contribution is reported. A student welfare mechanism for monitoring the sufficiency of student support (rules and regulations) and using an electronic learning platform is present. The infrastructure of the department of Rehabilitation Sciences is excellent to run the educational programs

Strengths for both the BSc in Rehabilitation Sciences/Speech Language Pathology and the PhD in Rehabilitation Science

1) Excellent researchers and teachers
2) Synergy between teaching- science and clinical experience is absolutely present
3) The program coordinator Prof. Petinou is highly motivated and talented, and is well placed to coordinate and evaluate the program and to manage the teaching staff.
4) Both the Vice-Rector, Prof. Kelires, and the Dean of the School of Health Sciences, Professor Nico Middleton, support the program coordinator and the teaching staff by providing financial resources and other infrastructure support.

Areas of improvement and recommendations

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Provision is excellent and no suggestions for improvement were made by the committee.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Rehabilitation Sciences/Speech Language Pathology	*PhD in Rehabilitation Sciences*	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Compliant	Choose answer
3.2	Teaching staff number and status	Compliant	Compliant	Choose answer
3.3	Synergies of teaching and research	Compliant	Compliant	Choose answer

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:*
  - o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - o *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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BSc in Rehabilitation Sciences/Speech Language Pathology
The review panel were provided with clear information within the document bundle and in discussions with the programme team on student recruitment and progression. It was clear that admissions processes were fair and conducted in a manner within institution and government guidelines. We did not see any information on published regulations accessible to English-speakers in the documents. Overall, the programme ECTS were appropriate and the programme content and assessment with commensurate with a BSc degree-level award.

Findings for PhD in Rehabilitation Sciences
As the Department is relatively new, there are small numbers of PhD students at the current time. Information on student progression was provided in the documentation and progression statistics are satisfactory at this time. Similarly, due to the newness of the programme there is insufficient data to drawn solid conclusions on employability. However, given the quality of the staffing and infrastructure resources of the department and university, it is likely that completion of doctoral studies is likely to produce graduates with enhanced employability. It was noteworthy that doctoral students are expected to publish at least one article in an established journal before submission of the final thesis. This is likely to enhance recognition and employability.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for BSc in Rehabilitation Sciences/Speech Language Pathology

1. The programme attracts an excellent students.
2. There are procedures in place to widen participation to university (e.g. allowing recruitment from low income households) and there are students with disabilities on the programme.
3. Low attrition rates from the BSc programme indicating programme quality and suitable academic support.

Strengths for PhD in Rehabilitation Sciences

1. Clear information on student processes and progression.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for BSc in Rehabilitation Sciences/Speech Language Pathology

Some information was not available (in English) to the panel. Ensure in future accreditation exercises that all necessary information is available and submitted for reading at least one week before the review visit.

PhD Programme: information was clear and we had no recommendations for change.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Rehabilitation Sciences/Speech Language Pathology	PhD in Rehabilitation Sciences	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer

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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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BSc in Rehabilitation Sciences/Speech Language Pathology

The committee finds the accessible teaching and learning resources to be of high quality. The building structure, the rooms available and especially the in house clinics seems very well suited for the purpose of supporting the students in achieving the object of the study programmes. The teaching resources of the present staff is of good quality and the use of case study presentations, seminars, invited guest lectures and student clinical internship increases the quality and the opportunity for the students to attain the learning goals stated in the study programme. In the evaluation committee online meetings with the students, the student expressed high respect for the teaching and states that the teaching staff offer great support and feedback on their work. The administrative support and especially the different library resources available, such as support for bibliography, is highly appreciated by the student.

Findings for PhD in Rehabilitation Sciences

There is strong infrastructure (e.g. equipment, library) to support research of an international standard. Staff are well-qualified to supervise doctoral students. The Department offers a regular seminar programme, as well as inviting visiting professors to lecture. This provides doctoral students with exposure to a wide range of ideas and information.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for BSc in Rehabilitation Sciences/Speech Language Pathology

1) The high quality of the teaching staff offering good support and feedback
2) The in-house clinic supporting student practical training and meeting with real cases seeking speech and language therapy. The department's investment in resources, suited for creating an active learning environment, is a clear strength of the department and an advantage for students in their coming work situation after graduating from these programs.
3) The range of subjects within the program that the faculty in the department is able to cover/teach. Thus, the depth and broadness of the faculty resources are notably good.
4) The department's connection with outside clinics/institutions where the students over a longer period in the last semester receive hands-on practical training.
5) Good administrative support for students, especially the exceptional good support that the students experience from library staff.

Strengths for PhD in Rehabilitation Sciences

1. Good infrastructure to support high quality research
2. Five members of staff have PhDs and are able to offer doctoral supervision. Recruitment is underway for a further staff member with doctoral qualification to sustain further student recruitment.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

<u>*Areas of improvement and recommendations for BSc in Rehabilitation Sciences/Speech Language Pathology*</u>

1. A possible area for improvement lies in the development of clear strategies to follow-up student progress over the entire program time (versus feedback on individual modules).
2. The possibilities that lie within being a department at the Cyprus University of Technology provide opportunities to develop new digital resources in the field of learning. There is opportunity to work in an interdisciplinary manner with engineers to produce resources that will be valuable for the students in managing complex cases after graduation.

PhD: explore potential for courses at a doctoral level with other programmes in CUT and internationally.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*		
		BSc in Rehabilitation Sciences/Speech Language Pathology	PhD in Rehabilitation Sciences	[Title 3]
5.1	Teaching and Learning resources	Compliant	Compliant	Choose answer
5.2	Physical resources	Compliant	Compliant	Choose answer
5.3	Human support resources	Compliant	Compliant	Choose answer
5.4	Student support	Compliant	Compliant	Choose answer

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

> **Sub-areas**
>
> **6.1. Selection criteria and requirements**
> **6.2. Proposal and dissertation**
> **6.3. Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The education of PhD-candidates at the department started in 2018 and the program is under development. The ambition for the program seems high according to both the responsible faculty and the PhD-candidate's representative. One overall goal is to educate the candidates in a scientific way of thinking. Development of candidates' research and teaching skills was promoted at the online visit. The PhD representative described the program as demanding, but with great facilities and support. Relevant courses at master grade level are available for the candidates if selected. Several of the candidates have a full time job besides study. The department is focused on ways of financing study by external foundations/scholarship and other grants.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

A program supported with good facilities and good support from faculty and administration. Note other strengths recorded in the sections above.

Areas of improvement and recommendations
A list of problem areas to be dealt with followed by or linked to the recommendations of how to improve the situation.

1. Note other improvements and recommendations recorded in the above sections.
2. The courses offered are limited both thematically and in number. The committee advises the department expand the courses by establishing international collaborations with universities within

the relevant field and with courses at a PhD level. Such courses must have approval from an internal committee at the department.

3. If development of teaching skills remains to be a goal within the program, specific planning, strategies and milestones for attained knowledge would be advisable within the program.

4. An increased international cooperation that supports research visits/internships abroad is advised to heighten the candidate's knowledge and research opportunities, as well as the quality of the department's PhD programme.

5. The committee welcomes and endorses the need to increase the department's effort in finding possibilities to support PhD candidates so that they can study for PhD on a full time basis.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

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D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The panel were impressed by the physical resources, quality of staff and the content and structure of the BSc Speech Pathology and the PhD programmes.

The task of the review panel was made more difficult by late and poorly structured information. For example, there were some omissions in documentation (some of which are described in the above sections). Panel members received repeat mailings of information and it was often difficult to determine the new content within these large bundles of documents. There may be a number of reasons for this disorganisation: (1) the department lacks sufficient administrative support to produce full and well-organised documents; (2) deadlines for submission of information should be strictly reinforced by the Agency. The Department is encouraged to look carefully at the document specification and the criteria that the panel employ in evaluation. They should provide complete information that is structured in a way consistent with the specification. We recognise that the COVID-19 situation may have impacted on the efficiency in producing the documentation.

We thank the departmental team for their openness in discussions and very helpful attitude.

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E. Signatures of the EEC

Name	Signature
Ona Bø Wie	
Rosemary Varley	
Kristiane Van Lierde	
Anna Theodoulou	
Evrydiki Kolokoudia	

Date: 02/11/2020

Name	Signature
Ona Bø Wie	
Rosemary Varley	
Kristiane Van Lierde	
Anna Theodoulou	
Evrydiki Kolokoudia	

Date: 02/11/2020