

Doc. 300.1.1

Date: 1-10-2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Science
 - **Department/ Sector:** Department of Health Science
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Λογοθεραπεία (4 Έτη/240 ECTS, Πτυχίο)

In English:

Speech and Language Therapy (4 Years/240 ECTS
Bachelor of Science)

- **Language(s) of instruction:** Greek
- **Programme's status**
New programme: Choose an item.
Currently operating: X



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The European University of Cyprus has a history dating back to 1961, and appears as a modern institution including Schools of Medicine, Sciences, Business, Law, and Humanities, Social & Education Sciences, in addition to a Distance Education Unit. Total enrollment is approximately 6200 students. The assessed programme is located within the School of Science.

The institution had provided the required documentation in due time for the assessment, including self-assessment, description of courses provided, in addition to overview over teaching staff's qualifications and present research activities.

Due to the pandemic, the site visit was organized as a web seminar using Zoom, where the EEC members met with 1) Head of the institution (Vice Rector of Academic Affairs; 2) Dean of the Business School; 3) Members of the Internal Quality Assurance Committee; Teachers of the Programme; 4) Student representatives, and 5) Administrative staff. In addition, the EEC had access to a virtual tour of the University facilities, but local members of the EEC (professional representative and student representative) were in fact visiting the campus

Topics for the interviews were mainly issues the EEC members found necessary to discuss following reading of the submitted documentation. In particular was the SWOT analysis not completed or discussed by the Internal Quality Assurance Committee.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ellen Gerrits	Professor	Utrecht University
Kristiane Van Lierde	Professor	University of Gent
Arve E. Asbjørnsen	Professor	The University of Bergen
Anna Theodoulou	Member of the Professional Association Body	University
Prokopis Antoniou	Student representative	University of Cyprus
Name	Position	University

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 the 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*

- *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?*

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 EUC delivers a four years Bachelors program in Speech and Language Therapy, including a total of 35 courses, each of 6 ECTS. Four of the courses are clinical practicum, where the students are offered practicum on campus for the first three placements, and off campus, community based for the last placement in the fourth year.

Two of the courses are directly related to the writing of the Bachelor thesis. The published guidelines are detailed and basically identical to the similar guidelines for the Master's thesis, to the extent it is hard to identify, based on the documents, the additional requirements for a Master's thesis.

The course descriptions are mainly written in accordance with the EU-regulations following the Bologna agreement. However, there is room for improvement, as even as the descriptions do differentiate between requirements in critical knowledge, skills and general competencies, it is not evident from the examination procedures the progressively increasing ability to analyse, synthesise and evaluate knowledge over the duration of the programme is added. During the interviews, it appears that the adaptations of examinations during the pandemic lockdown had changed focus from reproduction of knowledge to more analytics and discussion, and this was highly appreciated by the student representatives.

The teachers, instructors and administrative staff appears to be well trained and highly competent for their tasks, and very enthusiastic and supportive of their students. Social services on campus are well developed, and also appears to have been very well prepared to meet the students' needs during the pandemic lockdown. The "Utrecht Network" and participation in ERASMUS+ provides international and intercultural opportunities for both the students and the staff.

The institution describes the system for quality assurance according to standards, and due to the small size of the programme, challenges are addressed and dealt with continuously. This explains why the internal evaluation did not include the SWOT analysis. However, the ongoing process may not give the necessary transparency and documentation of development.

Strengths

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

Highly qualified staff for teaching, supervision and administration.

Excellent teacher to student ratio

Excellent infrastructure, not least the excellent clinical practicum facilities on campus; and in addition, what appears to be excellent collaboration with the clinical society outside the university. Also, the iCommunicate Research Centre is an excellent core facility.

The services are evaluated at university level both by the students and the staff and the department is informed about the outcomes.

Students the EEC spoke with are happy with the way they receive information and the way they are treated during the educational processes and with the opportunities they receive

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.

‘Learning outcomes’ of the course descriptions do not specify required knowledge, skills and general competence as described in the EQF. The ECC recommends that this is specified. Assessment of learning outcomes should also vary more, and we suggest they should reflect the diversity of learning outcomes and expectations.

‘Teaching methodology’ presented in the course outline is mainly described as “face-to face”, with a quantity of three units per week per 6 ECTS modules. This could be more specific and show better the variety in teaching approaches that is apparent from the discussions. This will also give students better information on what to expect, and the stakeholders information on the student’s experiences following graduation. It is also recommended that patients are invited to discussions with the students in the earlier stages of the programme to enhance the patient experience during the programme.

The prepared documents gave no information on number of enrolled students, their success rate and study progress, but was provided on request. Teachers report 100% success of graduation, but this is not always positive, in that it might also mean that the quality criteria is not strict enough. In addition, it may provoke assumptions that consideration is also put on how failing students will affect the university’s reputation. Independent assessment of students’ work on a regular basis (use of external examiners) would reduce this assumption.

Involvement of stakeholders in development of the programme and the decision making process is recommended.

The incorporation of theoretical and practical audiological insights could be valuable since audiologists are not always available in the society.

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.

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

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	Partially 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

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)?*

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 program starts with a 'pre-clinical' part including 120 ECTS before the semester with the first clinical practicum. The Practicum includes four courses (24 ECTS), located to at the 5th to the 8th semester (last half of the program). The

last practicum, equivalent to 24 ECTS, requires 600 clinical h. Evidently, parts of the theory course work and practical training could not be directly interconnected.

The students meet a diversity of teaching and assessment approaches through the programme, including examinations and assessment of practical skills and feedback on assignments and presentations. However, it appears that a significant number of the *examinations* are in a narrow, reproductive form. Although the analytical and synthesising skills necessarily will be addressed in assessment of clinical work, and thorough the thesis examination, it might be room for more challenge of such skills during examinations. Student representatives during the site visit commented on the positive aspects of the changes done during the pandemic lock-down, where examinations required more of such skills (analysis and discussions), and not directly reproductions. However, the formal descriptions read that the assessment consist of “participation, assignment and examination” for all courses, thus it is not clear how the assessments of learning outcomes of skills and general competences are carried out.

The research centre connected with the SLT-program allows for the students to participate in ongoing research. As a rule, the students write their undergraduate thesis related to ongoing research in the department.

Strengths

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

The presence and the management of the clinical practicum with tailor-made guidance and feedback

Excellent teacher to student ratio gives room for individual follow-up and guidance

Diversity of content and teaching approaches

Students are aware of the evaluation procedure (and the rubrics for evaluation)

Excellent individual guidance for students with disabilities

Good opportunity to develop clinical skills during practicum both internally and externally

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.

More variety of evaluation of the achieved learning outcomes.

The curriculum is broad and all topics/courses are given the same weight. The EEC would like to initiate a discussion on weighting of the different topics, and maybe vary according to the distribution of disorders in the population. Six ECTS introductory level coursework is not enough to fully qualify for identification and intervention in each of 12 areas of disordered functions, including complex areas like swallowing. Stakeholders should be invited to participate.

The committee would assume speech, language and learning disorders in children, as well as rehabilitative need of primary the elderly (swallowing, aphasia and other communication issues following stroke) is the more often found caseload for SLTs in the community, and it is recommended that these are allowed more in-depth training. For the less frequently found cases, an overview is probably sufficient, and more in-depth training included in post-graduation studies/specialization courses.

Assure the quality of the student evaluation by peer assessment or external assessment of parts of the examinations.

The instruction of the bachelor thesis could be more tailored to what is expected e.g. a narrative review instead of systematic review or practice based-research like systematic pre-posttest evaluation of patient outcomes.

Illuminate the principles of evidence-based practice through-out the programme.

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

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	Partially 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.*

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.

The teaching staff is mainly recruited with a training from recognized institutions outside of Cyprus, trained to the highest academic levels (PhD), mostly within the areas of SLP/SLT, but also from allied disciplines. The EUC offers a three-circuit development program for teaching competences, starting early in the career with an introduction to

teaching in higher education, build with a second circuit, and ends with a senior development program for more experienced teachers. The University has an established program for supporting applications for research funding, and the majority of the teachers are active in research, mainly in areas of value for the teaching. Although complete lists of publications has not been a part of the present evaluation, there is an expressed aim to include students in ongoing research associated with the program.

Visiting scholars are welcome to lecture on their specific topics, but due to language restrictions, non-Greek spoken teachers are not a part of the regular course programme.

Student feedback is valued, but it is not clear how this result in change of course presentations, content or teaching approaches, as documentation is lacking.

Strengths

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

Established programme for development of teaching skills

The EEC was impressed by the very motivated and open-minded teaching staff

Excellent teacher to student ratio.

Excellent opportunities of training of clinical skills

Teaching staff receives feedback from students

The presence of "train-the-trainer" course develops the specialized skills of the mentors of the clinical practicum

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.

Some of the teachers appear to have a heavy teaching load (6-9 courses per year) that will not leave much time for self-development and research.

The programme does not have a Full Professor in charge, and the EEC recommends the institution to support promotion to assure the programme is staffed to the highest academic standards. It appears that the institution has established a standard protocol for promotion procedures, and this should assure success with good planning and support.

It may be sensible to integrate a systematic strategy to communicate the results of the evaluation forms regarding the educational quality of the courses (provided by the students) to the teaching staff and the students.

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

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.*

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.

The programme has capacity to enrol a maximum of 60 students yearly, but as stated in the report, an admission of 35 will fill the classrooms. Annual enrolment is normally 22-25, with totally 112 enrolled at present. It is not clear why the classes are not filled, whether there is a lack of applicants or for other reasons, but enrolment has varied over the years. The competition with the public program who enrol based on the Pan-Cypriot Entry Exam is hard. However, the regulations regarding student admission are according to standards.

Student progression is reported to be adequate, with an average of 4-4.5 years to graduation, and very few leave the program without graduation.

It is not clear, if the tuition fee has consequences for the diversity of students admitted, or if scholarships compensate for lack of personal funding. It is reported that 2-3 students annually receive scholarships to compensate for lack of financial opportunities.

The students get employment following graduation, and the staff are helpful in the process of finding jobs.

Strengths

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

Tailor made guidance of the students. Students report excellent counselling and support during the covid-19 lockdown. Students meet international experts in the field via guest speakers from the strong network of the staff.

Follow up of students following graduation, and assisting in finding employment.

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.

Integration of a ‘continuous education philosophy’ is needed, resulting in increased critical thinking and independent analytical skills of the students.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Partially 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.*

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?*

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 EUC possess excellent physical resources available for the students, and also offers a long array of service opportunities. High standard teaching, learning and research resources are available to students. The university has a well equipped library and also the iCommunicate Research Center (with strong research topics and attracting also research funding) is an asset. The information about available resources is clearly communicated to the students and the teaching staff. The presence of a well organized speech-language clinic/rehabilitation center provide valuable opportunities for the students. Referrals from different types of settings (genetic clinic, ENT department) guarantees a varied case load. Specific support for students with disabilities (physical and psychological) is present and there is individual guidance during the clinical practicum.

Due to COVID-19 it was not possible for the whole EEC to visit the physical resources but the feedback of the EEC SLT and student member and video showed that the resources are of a very high standard and are capable of supporting the students and the alumni.

Strengths

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

Excellent resources and up-to date equipment in the 7 clinical rooms

Integration of students in research and integration of students as co-author in publications is present

Excellent support and counselling, from the teachers and the administrative staff, in addition to the human resources departments

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.

No recommendations.

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

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

6. Additional for distance learning programmes (ALL ESG)

Not applicable

Sub-areas

- 6.1 Distance learning philosophy and methodology**
- 6.2 Distance learning material at the appropriate level according to EQF**
- 6.3 Interaction plan and Interactive weekly activities**
- 6.4 Study guides**

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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.

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Distance learning philosophy and methodology	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

7. Additional for doctoral programmes (ALL ESG)

Not applicable

Sub-areas

7.1 Selection criteria and requirements

7.2 Proposal and dissertation

7.3 Supervision and committees

7.1 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*

7.2 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.*

7.3 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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

8. Additional for joint programmes (ALL ESG)

Not applicable

Sub-areas

- 8.1 Legal framework and cooperation agreement
- 8.2 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the programme*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
8.1	Legal framework and cooperation agreement	Choose answer
8.2	The joint programme	Choose answer

D. Conclusions and final remarks

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

The EEC was highly impressed by the professionalism, accomplishments, achievements, coherence, and the general constructive and supportive atmosphere in the bachelor programme Speech and Language Therapy. We have included comments for improvements in the text, but there is no need for major revisions.



E. Signatures of the EEC

Name	Signature
Prof Ellen Gerrits	
Click to enter Name Arve Egil Asbjørnsen	
Click to enter Name Prof. Kristiane Van Lierde	
Click to enter Name dr Anna Theodoulou	
Click to enter Name Prokopis Antoniou	
Click to enter Name	

Date: 1-10-2020