



UNIVERSITY OF LIMASSOL
SCHOOL: FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT: EDUCATIONAL SCIENCES

&

UNIVERSITY OF WESTERN ATTICA
SCHOOL: HEALTH AND WELFARE SCIENCES
DEPARTMENT: BIOMEDICAL SCIENCES

A11 - Internal Regulations for the operation of the MSc
of the Interdisciplinary Postgraduate Programme of Studies
entitled:

"SPECIAL EDUCATION AND NEW TECHNOLOGIES"

**[MSc in ""Special Education and New Technologies"" (Senate
decision 06/7-3-2025 Item 7°)]**

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General
provisions

The Interdisciplinary Postgraduate Programme of Studies (D.P.M.S.) entitled "Special Education and New Technologies" emerged after a fruitful scientific collaboration between the Departments of "Education Sciences" of the University of Limassol and "Biomedical Sciences" of the University of West Attica.

The aim of the MSc is to provide high quality postgraduate education and deepening in the areas of Education, Applied Pedagogy, General and Special Teaching Methodology and School Psychology, in connection with Biomedical Sciences and New Technologies. The full-time study period, with compulsory Practical Training, is four (4) academic semesters with a total of one hundred and twenty (120) credit hours (ECTS).

A. Feasibility study

A.1. Necessity of the re-establishment and operation of the MSc and description of its objectives.

The scientific, epistemological and social reasons that make the re-establishment and operation of the MSc necessary and important are presented in detail. The objectives of the MSc and the degree of connection between teaching and research are also listed.

The objective of the joint Interdisciplinary Postgraduate Programme of Studies (D.P.M.S.), entitled "**Special Education and New Technologies**" is to provide specialized pedagogical knowledge to graduates of higher education institutions of the Greek and foreign countries who serve or are going to serve in education (primary and secondary) and/or in the education and care of preschool children. The aim of the joint MSc is to approach Pedagogical Science through innovative theories and technologies. All courses are harmonized within the framework of the most up-to-date teaching techniques and methods relevant to Pedagogy. Emphasis is placed on graduate student practice, which includes monitoring, observation, and design of educational interventions. Teaching in school settings or in early childhood education and care centres will be autonomous and supervised. The design of the practicum, research projects and

thesis aim to enhance the pedagogical skills of postgraduate students through the use of innovative theories and technologies.

A.2. Scientific, epistemological reasons that make the operation of the MSc necessary and important

The Interdepartmental Postgraduate Programme of Studies (IPMS) "**Special Education and New Technologies**" is the scientific partnership of the Departments of "Education Sciences" of the University of Limassol and "Biomedical Sciences" of the University of West Attica.

The aim of the MSc is to provide high quality postgraduate education and deepening in the areas of Education, Applied Pedagogy, General and Special Teaching Methodology and School Psychology, in connection with Biomedical Sciences and New Technologies. The full-time study period, with compulsory Practical Training, is four (4) academic semesters with a total of one hundred and twenty (120) credit hours (ECTS).

The programme is addressed to graduates of higher education institutions of the Greek and foreign countries who are serving or are about to serve in General and Special Education and Education (S.E.E.), primary, secondary and/or in the education and care of preschool children and are interested in acquiring specialized scientific knowledge in the fields of Pedagogy, General and Special Education, as well as in the fields of Education and Care. Special Teaching, Psychology, Counselling and Biomedical Approaches. The ultimate goal of the MSc is to maximize the potential of postgraduate students in the educational field, on the one hand through the acquisition of a holistic approach to contemporary Pedagogical science and to the processes of Universal Design for Learning and on the other hand through the updating of the students' knowledge and skills in cutting-edge fields of the above fields of knowledge.

In this context, the MSc focuses on bridging Biomedical Sciences with the various fields of Education, and aims to disseminate modern interdisciplinary approaches through theory, research and application in the fields. The contribution of the Department of Biomedical Sciences of PADA, covering the cognitive field of Biomedical Science and Technology Applications, is crucial for the Programme, because it has the appropriate scientific staff to support such an approach which, as demonstrated by modern studies plays an important role in the process of learning,

and it is reshaping areas such as Special Education and Inclusive Education. This approach is innovative, contemporary and, as far as we know, unique in postgraduate programmes in Greece.

A key innovation of the D.I.M.S. is that it functionally integrates the inclusive dimension in its Curriculum and in this way it is fully in line with the current national and international requirements for promotion of inclusive education and the removal of barriers to equal access to education for all students, including students with disabilities and/or special educational needs. In particular, by integrating the inclusive/inclusive dimension, the IEPP is, inter alia, in line with:

1. Article 24 of the Convention on the Rights of Persons with Disabilities, which underlines the need for persons with disabilities to have access to quality, inclusive/inclusive education
2. the new European Disability Strategy 2021-2030 which promotes the principles of inclusive/inclusive education
3. the National Disability Action Plan, which provides for the creation of a new institutional framework for inclusive/inclusive education for the benefit of students with disabilities and/or special educational needs and the implementation of a Strategic Action Plan with interventions in all education sectors aimed at to
promoting of inclusive/exclusionary
(<https://primeminister.gr/wp-content/uploads/2020/12/2020-ethniko-sxedio-drasis-amea.pdf>)
4. the new legislative framework for the internal and external evaluation of school units, which sets inclusive education as one of the central axes for the evaluation of the educational work of school units, with particular emphasis on issues of support for students with special educational needs, implementation of differentiated learning practices and individualized interventions (Y.A. 6603/GD4/2021 - Government Gazette 140/B/20-1-2021).

Taking into account the above, the Programme, through the opportunity provided to postgraduate students to specialise in issues of inclusive/inclusive education, aims to train teachers and specialists educators but also and related professionals who

are active in the field of special education and, more broadly, the education of pupils with disabilities and/or special educational needs on issues directly relevant to that field, which relate to:

- 1) Theoretical approaches in the field of special education and inclusive education
- 2) Specialized applications of Neuroscience and Genetics in the field of Developmental Disorders (e.g. Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disorder - dyslexia, dyslexia, dysarithmia, Autism Spectrum Disorder (ASD))
- 3) integration philosophy and policy
- 4) educational and social integration of pupils with disabilities and/or special educational needs
- 5) learning and teaching in inclusive and special education settings
- 6) planning and implementing the principles of differentiated teaching and universal design for learning
- 7) Design and implementation of targeted educational programmes for students with disabilities and/or special educational needs in formal and non-formal learning environments
- 8) Utilisation of alternative forms of intervention (theatre, music, visual arts) and assistive technology in the education of people with disabilities and/or special educational needs.

There are additional reasons that signal the necessity of the D.P.M.S.

α) Scientific reasons: The necessity of pedagogical competence of the modern teacher is self-evident and has been legislated. The scientific issue remains the difficulty of integrating technology into educational practice by the practicing classroom teacher (Salinas et al., 2017), as well as the use of combined knowledge for the benefit of the learning process. The scientific community in search of those parameters that can help to circumvent the barriers focuses on creating educational programs that enhance the teacher's sense of self-reliance through blended learning and familiarity (Aslan & Zhu, 2017). The D.I.M.S. and its teaching modules constitute a scientifically sound combination of knowledge.

b) Scientific reasons: The curriculum of the D.P.M.S. covers all the thematic units related to the field of pedagogical science and humanities in general, while at the same time it unites in an essential way the connection between scientific knowledge and its practical application, both through technology through the practical application of teaching.

c) Social reasons: The main reason is to meet needs related to the pedagogical competence of current and future teachers. Another reason is the need for teachers to engage in lifelong learning, in order to prevent or address the phenomenon burnout, but also to support teachers in the use of technology in their teaching practice.

Article **2**

Purpose **-**

Organisation

The Programme is addressed to graduates of higher education institutions in Greece and abroad who are serving or are about to serve in General and Special Education and Education (E.A.E.), primary, secondary and/or early childhood education and care and are interested in acquiring specialised knowledge, some of it in cutting-edge fields such as Pedagogy, General and Special Teaching, Psychology and Counselling, and to be critically aware of the issues arising in the above fields and their interconnection with Education and Biomedical Sciences.

The aim of the MSc is to maximize the potential of its graduates in the educational field, on the one hand through acquisition of a holistic approach to contemporary Pedagogical Science and the processes of Universal Design for Learning, and on the other hand through the updating of the knowledge and skills of students in the above fields.

In this context, the MSc focuses on the bridging of Biomedical Sciences with the various fields of Education, while it aims to disseminate modern interdisciplinary approaches through theory, research and application in the field of Education. The contribution of the Department of Biomedical Sciences of the University of West Attica, which covers the cognitive field of Biomedical Sciences and their Technological Applications, is of crucial importance for the

Program, because it has the appropriate scientific staff to support such an approach and the necessary high-tech specialized laboratory equipment to offer specialized knowledge in the fields of Biology, Neurobiology, Genetics, etc. As documented by modern studies, these fields play an important role in the learning process and reframe fields such as Special Education and Inclusive Education. This approach is innovative, modern and unique in the postgraduate programmes of the country.

An additional important innovation of the I.P.M.S. is that it functionally integrates the inclusive dimension in its Curriculum and in this way it is fully in line with modern, national and international requirements for the promotion of inclusive education and the removal of barriers to equal access to education for all students with disabilities and/or special educational needs. In particular, by integrating the inclusive/inclusive dimension, the IEPP is in line with, inter alia:

- Article 24 of the Convention on the Rights of Persons with Disabilities, which underlines the need for persons with disabilities to have access to quality, inclusive/exclusive education,
- the new European Disability Strategy 2021-2030, which promotes the principles of inclusive/inclusive education,
- the National Disability Action Plan, which provides for the creation of a new institutional framework for inclusive/inclusive education for the benefit of students with disabilities and/or special educational needs and the implementation of a Strategic Action Plan with interventions in all education sectors aimed at promoting the inclusive/inclusive goal,
- the new legislative framework for the internal and external evaluation of school units, which sets inclusive education as one of the central axes for the evaluation of the educational work of school units, with particular emphasis on issues of support for pupils with special educational needs, implementation of differentiated learning practices and individualised interventions.

Furthermore, the inclusive dimension of the Programme aims to train teachers, special educators and related professionals working in the field of special education and more broadly in the education of the

pupils with disabilities and/or special educational needs, on issues directly relevant this area, including, but not limited to:

- 1) theoretical approaches in the field of special education and inclusive/inclusive education,
- 2) the specialised applications of Neuroscience and Genetics in the field of developmental disorders (e.g. Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disorder - dyslexia, dyscalculia, dysarithmia, Autism Spectrum Disorder (ASD)),
- 3) of integration philosophy and policy,
- 4) the educational and social integration of pupils with disabilities and/or special educational needs,
- 5) learning and teaching in inclusive and special education contexts,
- 6) planning and implementing the principles differentiated teaching and universal design for learning,
- 7) the design and implementation of targeted educational programmes for students with disabilities and/or special educational needs in formal and non-formal learning environments,
- 8) the use of alternative forms of intervention (theatre, music, visual arts) and assistive technology in the education of people with disabilities and/or special educational needs.

Article 3

Organs of establishment, organisation and operation of the MSc.

The following bodies are responsible for the organization and the general operation of the Postgraduate Programme of Special Education and New Technologies:

- a) the Senate of the University of West Attica (P.D.A.) and the University of Limassol,
- b) the Curriculum Committee C.P.C.) of the D.P.M.S., c) the Coordinating Committee (C.C.) of the D.P.M.S.
- d) the Director of the D.P.M.S,
- e) the Postgraduate Studies Committee (MPC).

α) The Senate of the University of West Attica and the University of Limassol:

The Senate has the following responsibilities:

1. approves the establishment of the Postgraduate Studies Programme (MSc) or the amendment of the decision to establish the MSc,
2. approves the extension of the duration of the operation of the MSc,
3. establishes the Programme of Studies Committee, in the case of Interdepartmental or Interfoundational or Joint MSc programmes,
4. decides to abolish the Master's degree programmes offered by the University of West Attica

b) The Curriculum Committee (CPC):

The Curriculum Committee of the MSc consists of members of the Teaching and Research Staff of the collaborating Departments of Education and Biomedical Sciences and is constituted by decision of the Senate of the University of Limassol, upon the recommendation of the Assemblies of the collaborating Departments.

The PSC consists of five (5) members of the faculty of the collaborating Departments. Specifically, and as specified in the cooperation protocol, the Department of Biomedical Sciences is represented in the PSC by two (2) members and the Department of Education of the University of Limassol by three (3) members.

The appointment of the members of the Board of Directors that constitute the Board is carried out by the Assembly of each of the collaborating Departments.

Appointment of new member(s) of the Board, in case of resignation or impediment, is made by decision of the competent Departmental Assembly.

The members of PSC shall not be entitled to remuneration or any form of compensation for the performance of tasks assigned to them and related to the performance of their duties.

The Curriculum Committee is responsible for the organization, administration and management of the D.P.M.S. and specifically for:

- 1) the establishment of committees for the evaluation of the applications of prospective postgraduate students and for the approval of their enrolment in the programme,
- 2) the allocation of teaching work, the invitation of Visiting Professors, as well as the assignment of teaching work to the teaching categories of Article 83 of Law No. 4957/2022,
- 3) the recommendation to the Senate of the amendment of the decision to establish the MSc, as well as the extension of the duration of the MSc,

- 4) the approval of the formation of examination committees for the examination of the theses of postgraduate students and the appointment of supervisors for each thesis,
- 5) the confirmation of the successful completion of the course of study, in order to award the title of D.P.M.S,
- 6) the preparation and approval of the initial annual budget of the D.P.M.S. and its amendments, as well as the recommendation of their approval to the Research Committee of the Special Account for Research Funds (S.A.R.C.E.),
- 7) the approval of the expenditure of the D.P.M.S,
- 8) the establishment and approval of the report of the I.P.M.S,
- 9) approving the procedure for examining the criteria for exemption from tuition fees and adopting a reasoned decision to accept or reject the application,
- 10) the approval of the awarding of scholarships, contributory or not, in accordance with the of the decision establishing the MSc, the Regulation of the MSc and the Regulation of postgraduate and doctoral studies of the Foundation,
- 11) the preparation and adoption of a plan for the modification of the curriculum,
- 12) the approval of the reallocation of courses between academic semesters, as well as the approval of issues related to the qualitative upgrading of the curriculum,
- 13) the approval of any other matter required for the smooth operation of the programme.
- 14) By decision of the EPA the powers of the following. 1) and 4) may be delegated to the Board of the I.P.M.S.

c) The Coordinating Committee (CC)

By decision of the Programme of Studies Committee, the Coordinating Committee is formed, with a two-year term of office, which must include the Director of the D.P.M.S. and four (4) of the members of the Programme of Studies Committee. The CoC is responsible for monitoring and coordinating the operation of the programme and in particular:

- 1) prepares the initial annual budget of the D.P.M.S. and its amendments and recommends its approval to the Research Committee of the Special Account for Research Funds (S.A.R.S.K.E.), except for the quarterly updates of the annual budgets of para. 3 of Article 239 of Law 4957/2022,
- 2) prepare the report of the programme and recommend its approval to the EPA,

- 3) approve the expenditure of the IMS and may delegate this responsibility to the Director of the IMS,
- 4) approves the awarding of scholarships, contributory or not, in accordance with the provisions set out in the decision establishing the Master's Degree Programme and the Regulation on the Operation of Postgraduate Studies,
- 5) recommends to the H.P.S. the allocation of teaching work, as well as the assignment of teaching work to the teaching categories of article 83 of Law No. 4957/2022,
- 6) recommends to the H.P.S. the invitation of Visiting Professors to cover the teaching needs of the programme,
- 7) draw up a plan for the modification of the curriculum, which is submitted to the HPS,
- 8) recommends to the EPC the reallocation of courses between academic semesters, as well as issues related to the qualitative upgrading of the curriculum. Specific responsibilities may be delegated to the Coordination Committee for the more efficient operation of the I.P.M.S., following the adoption of a decision on the delegation of responsibilities. Emeritus Professors of the Department or of the collaborating Departments may participate in the Coordination Committee, provided that they provide teaching work in the D.I.P.M.S.

d) The Director of the D.P.M.S:

The Director of the D.I.M.S. comes from the members of the Teaching and Research Staff (D.R.P.) - preferably of the rank of Professor or Associate Professor - of the Department of "Education Sciences" of the University of Limassol, which has been designated as the supervising Department of the D.I.M.S. It is appointed by decision of the Board for a two-year term of office, with the possibility of unlimited renewal.

The Director of the D.P.M.S. has the following responsibilities:

- 1) chairs the Curriculum Committee (CPC), draws up the agenda of its meetings and convenes its meetings,
- 2) recommends issues concerning the organization and operation of the D.P.M.S. to the H.P.S,
- 3) recommends to the H.P.S. and to the other bodies of the UAS issues related to the effective operation of the D.P.M.S,
- 4) is the Scientific Manager of the project in accordance with article 234 of Law No. 4957/2022 and exercises the respective responsibilities,

- 5) monitors the implementation of the decisions of the Institutions of the I.P.M.S., the articles of the I.P.M.S.'s Rules of Procedure, as well as the implementation of the I.P.M.S.'s budget,
- 6) exercise any other powers specified in the decision establishing the MSc.

The Director of the D.P.M.S. is not entitled to any remuneration or any compensation for performance of responsibilities assigned to him/her and related the performance of his/her duties.

The appointment of a new Director, in the event of resignation, may be made by decision of the competent bodies, following a request by the members and a statement of reasons for the request for change/resignation.

(e) The Postgraduate Studies Committee

By decision of the Senate, upon the proposal of the Deans of the Faculties of the University of West Attica, the Postgraduate Studies Committee is established. The Committee consists of one (1) member of the Teaching and Research Staff from each Faculty of the University of Western Athens, one (1) member from the categories of Special Teaching Personnel (S.T.P.), Laboratory Teaching Personnel (L.T.P.), and Special Technical Laboratory Personnel (S.T.L.P.) of P.D.A. and the Vice-Rector, who is responsible for academic matters, as the Chairman. The members of the Committee have experience in organizing and participating in second cycle curricula. The term of office of the Committee shall be two (2) academic years.

The Commission's responsibilities are :

- 1) the submission of an opinion to the Senate of the P.D.A. for the establishment of new Postgraduate Studies Programmes or the modification of existing programmes, evaluation of the requests of the Assemblies of the Departments for the establishment of new programmes, the relevant feasibility and viability reports and the costing of the operation of the MSc, as well as the possibility of referring them back if the recommendation is not sufficiently justified or the accompanying reports are not complete,
- 2) the preparation of draft Regulations for the P.M.S. of the P.D.A. and its submission to the Senate,
- 3) the preparation of a standard draft of the Rules of Operation of the MSc,
- 4) the control of compliance with the Regulations of the operation of the MSc,

- 5) the monitoring of the implementation of the legislation, the Regulations and the decisions of the administrative bodies of the P.D.A. by the P.M.S,
- 6) monitoring the implementation of the procedure for exemption from the obligation to pay tuition fees,
- 7) any other competence defined by the Internal Regulations of the respective MSc.

By decision of the Senate, following the recommendation of the Postgraduate Studies Committee, the Regulations for postgraduate studies are approved, which constitutes a separate chapter of the internal regulations of the P.D.A.

Article 4

Number of Applicants, Criteria and Selection Method

The maximum number of admissions per class is set at thirty (30) students. The final allocation of the number of postgraduate students per cycle of study/class will be determined by a decision of the Curriculum Committee (CPC) with final validation of the list of successful candidates. The number of classes to be implemented per period is subject to the Cyprus legislation. Graduates from the Departments of Universities (including the Higher School of Fine Arts), Polytechnics and TEI, of the Greek Federation or similar institutions abroad are admitted to the D.P.M.S.

Criteria and method of selection of applicants:

I. Call for expressions of interest

Candidates are informed by the call for expressions of interest of the MSc, which is published on the websites of the MSc, the two collaborating Departments, the P.D.A. and the University of Limassol and in any other appropriate medium. The call for expressions of interest shall include all relevant information (dates, method/ways and place of submission of the for participation) on the necessary supporting documents, the application procedure, the deadline for submission of applications, as well as on the criteria for the evaluation of the candidates' applications.

The call for expressions of interest mentions:

- a) the conditions for the participation of postgraduate students in the selection procedure,
- b) the categories of graduates and the number of admissions,

- c) the procedure and criteria for the selection of postgraduate students; d) the deadlines for submission of applications,
- e) the required supporting documents,
- f) any other detail deemed necessary in order to facilitate the selection process of postgraduate students.

Applications and the required supporting documents are submitted to the Secretariat of MSc in Limassol University, in paper or electronic form, within the deadline specified in the call for expressions of interest, which may be extended by decision of the Programme Committee.

II. Candidate Evaluation Committee (CEC)

The selection of the candidates is made by a three-member Candidate Evaluation Committee (CEC), which consists of members of the Teaching and Research Staff (D.R.P.) of the collaborating Departments "Education Sciences" of the University of Limassol and "Biomedical Sciences" of the University of West Attica and/or from faculty members of other Departments of the University of West Attica or Departments of other Institutions and/or external scientific collaborators of the MSc, who have undertaken work in the MSc and are deemed suitable for participation in the evaluation process, which is established by decision of the HPS.

The Candidate Evaluation Committee (CEC) has the following responsibilities:

- i. Evaluation of all the supporting documents submitted. The completeness of the supporting documents is checked by the Secretariat of the MSc.
- ii. Checking candidates' language skills.
- iii. Conducting personal interviews with the candidates.

The supporting documents for the participation of candidates in the MSc are:

1. Application form for participation in the D.P.M.S..
2. Degree(s) (higher education) and detailed marks (in case the degrees have been awarded by higher education institutions abroad, they must be accompanied by a recognition of equivalence).
3. Detailed Curriculum Vitae of the candidate.
4. Proof of good knowledge of a foreign language (B2 level) (if available). Proficiency is certified on the basis of the requirements for proficiency in a foreign language laid down by the AUEP.

In case the candidate is selected and does not meet the requirements for proficiency in a foreign language, he/she will be tested in a scheduled English language test in order to determine his/her proficiency in a foreign language.

5. Two (2) Letters of Constitution (if any).
6. Evidence of research, writing and professional work (if available).
7. Dissertation/undergraduate thesis (if completed).
8. Additional qualifications, scholarships, special seminars, postgraduate degrees, supplementary education degrees, etc. (if available).

III. Criteria for the selection of candidates:

- Degree from an accredited program. In terms of the average degree average, we expect 2:2 or above from UK schools, 3.0 or above from US schools and 6.5 or above or the equivalent from Cypriot and Greek universities and colleges. Candidates with lower grades than the above may be admitted if they have compensating advantages in terms of work experience or other achievements (for example, CFA, ACCA or ACA).
- Two letters of recommendation (if available).

iv. Registration in the D.P.M.S.

Successful candidates are invited to register by submitting an initial registration form to the secretariat of the MSc, in accordance with the instructions and within the deadlines set by the competent bodies, which are communicated to the successful candidates by the secretariat of the MSc. For reasons of exceptional need, a postgraduate student may be registered after the deadline, by decision of the PES and following a reasoned request from the person concerned. Admitted/rejected postgraduate may be informed via the website of the MSc and/or by the MSc Secretariat. The whole procedure is implemented by the University of Limassol.

Article 5

Categories of Candidates

Graduates of Higher Education Institutions of the Greek Federation or similar institutions of foreign countries are admitted to the MSc in accordance with the provisions of the legislation. Applications may also be submitted by graduates of final year students, provided that they have submitted a Certificate of Completion of Studies before the date of validation of the list of successful candidates. In this case, a copy of their degree or diploma must be submitted before the start date of the programme.

Applications may also be submitted by graduates of foreign institutions that are not yet included in the National Register of Recognized Institutions of Foreign Countries of the IOATAP. In case a foreign institution is not listed on the IOATP website, the procedure according to the provisions of the legislation in force is applied. Otherwise, the student will be deleted, without student being entitled to a refund of any money he/she may have deposited.

Members of the categories of S.E.P., as well as S.I.P. and S.T.E.P. and administrative staff, if decided by the H.P.S., may, upon request, be registered as supernumeraries and only one per year, without the obligation to pay tuition fees. Foreign candidates who apply for the attendance of the D.P.M.S. in the Greek language must have sufficient knowledge of Greek (holders of a B2 level certificate according to the ministerial decision Φ152/Β6/1504/ 30-5-2001 (ΦΕΚ 659/τ.Β'), as in force.

The Secretariat of the I.P.M.S. checks whether the institution awarding the title of a foreign institution belongs to the National Register of Recognized Institutions of Foreign Countries and whether the type of this title belongs to the National Register of Types of Degree Titles of Recognized Institutions posted on the IOATAP website.

Article 6

Duration of Studies - Suspension of Studies

6.1. Duration of study

The duration of the studies leading to the award of the Diploma of Postgraduate Studies (D.M.The duration of the Postgraduate Diploma of the Programme is four (4) academic semesters, each lasting at least thirteen (13) weeks of instruction, corresponding to 30 ECTS credits, including the time for the implementation of the Practical Training and for the preparation and submission for examination of the Postgraduate Diploma Thesis (M.D.D.), if selected. The writing time

of the M.D.E. cannot be shorter than one (1) academic semester and longer than three (3) academic semesters.

The permitted duration of the completion of the requirements for the postgraduate diploma is set at a minimum of four (4) and up to a maximum of six (6) academic semesters. However, in exceptional cases, a suspension of studies may be granted by decision of the HPS, without this time being counted towards the total required duration of the Postgraduate Diploma (M.Sc.).

The Master's degree is completed with the award of a Diploma of Postgraduate Studies (D.M.S.), level seven (7) of the National and European Qualifications Framework, in accordance with article 47 of Law No. 4763/2020.

Successful completion of studies is determined by the successful performance in the courses of the Master's degree programme (including the Internship and the successful completion of the Master's , in the case of students who have chosen it).

6.2. Suspension of studies

The postgraduate student may apply for a suspension of his/her studies (e.g. military service, illness, absence abroad, serious personal or family reasons), provided that he/she submits the relevant documents. The decision on whether or not to approve the request for suspension is taken by the HPS. The right of suspension may be exercised once or in parts for a period of at least one (1) academic semester, but the total duration of the suspension may not exceed two (2) academic semesters. Students on suspension shall lose their student status for the entire period of suspension. Upon returning to attendance, the student shall continue to be subject to the attendance status of the time of his/her enrollment as a graduate student.

Article 7

Curriculum

The MSc starts in the winter and/or spring semester of each academic year, based on relevant decisions of the HPS regarding the scheduling of the admission procedures of postgraduate students, with the definition of the

coordinators of the courses, as well as with the planning of the start of the studies of each cycle.

The successful examination in all courses of the programme of study, the successful completion of the internship and/or the thesis, where applicable, are necessary prerequisites for the award of the Diploma of Postgraduate Studies (D.M.S.). All courses offered in the MSc (compulsory and elective) are embedded in the context of the most modern pedagogical methods and techniques that run through Education, Psychology, New Technologies and Biomedical Sciences.

In particular, the courses concern theoretical, research and specialised training in the field of Education Sciences, and identify the applied role of the modern educator and the modern special educator, in all contexts where differentiated teaching and universal learning design are applied, in accordance with contemporary international developments and practices.

In terms of duration, the relevant courses run through all semesters of the curriculum and correspond to a minimum of 120 credit hours (ECTS). The curriculum includes a compulsory Practical Training.

Special Education and New Technologies

Programme Structure and Courses per Semester Semester 1

[Min. ECTS Credits: 30 Max. ECTS Credits: 30]

Course ID	course title	ECTS credits
EDU 655	Pedagogy of Integration and Inclusion	10
EDU 660	Introduction to Educational Technology	10
EDU 520	Research Methods in Education	10

Semester 2 [Min. ECTS Credits: 30 Max. ECTS Credits: 30]

Course ID	course title	ECTS credits
EDU 670	Educational and Social Policy for people with disabilities disabilities	10
EDU 690	Application of New Technologies in Special Education	10
	Selection of one of the following courses	
PSYED504	Learning Difficulties	10
PSYED505	Language Development and Language Disorders	10

Semester 3 [Min. ECTS Credits: 30 Max. ECTS Credits: 30]

Course ID	course title	ECTS credits
EDU 680	Child and adolescent psychopathology	10
EDU695	Universal Design and Production of Educational Materials in Special Education	10
	Selection of one of the following courses	
PSYED501	Psychology for Education	10
PSYED502	Cognitive Neuroscience in Education	10

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EDU650	Diploma Thesis (In case the student chooses to take the Dissertation is exempt from three courses).	30
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Semester 4 [Min. ECTS Credits: 30 Max. ECTS Credits: 30]

Course ID	course title	ECTS credits
EDU700	Practical Exercise	30

According to the recommendation of the IMMS, the following is also indicated:
 "Modification of the curriculum and/or redistribution between semesters may take place following decisions of the competent institutions."

During their studies, postgraduate students are required to attend courses, carry out practical exercises and/or prepare a thesis, in order to accumulate the 120 European Credit Units (ECTS) necessary for the completion of their postgraduate studies and for their graduation.

In addition,

- The courses of the MSc are taught in Greek.
- Graduate students are guaranteed thirty (30) ECTS credits per semester of study.

Detailed description of the courses of the curriculum of the Master's Degree Programme "Special Education and New Technologies":

First Semester			
Code	Course Title	Credit Units (ECTS)	Type of Course
EDU 655	Pedagogy of Integration and Inclusion The course focuses on the development and promotion of an educational environment that supports inclusion and	10	Mandatory

	<p>inclusion of pupils, regardless of their differences, in the school context. Through the study of theoretical approaches, research findings and good practices applied, as well as through the design of learning modules, students will understand the different challenges and needs of students with disabilities and promote the creation of environments that promote educational equity. Through practical applications and case studies, students will gain the skills and experience needed to design, implement and evaluate educational programs that promote inclusion and acceptance of diversity in the educational environment.</p>		
EDU660	<p>Introduction to Educational Technology</p> <p>The aim of the course is to engage students in an in-depth exploration of educational technology, focusing on its importance, applications, and future potential for enhancing teaching and learning. Students will engage with key learning theories and models for integrating technology, learning how these frameworks shape the use of educational technology in contemporary classrooms in general and special education. Topics include personalized learning, differentiated instruction, and the use of technology to support special education and diverse learning needs.</p> <p>Students will learn about a variety of examples of educational technology, examine how data-driven decision making can improve educational outcomes, and critically evaluate the ethical, legal, and privacy issues related to technology in education. The course includes a global perspective, while examining the state of educational technology in Cyprus, Greece, and internationally.</p>	10	Mandatory

	<p>At the end of the course, students will be able to propose effective educational technology solutions, understand its role in solving educational challenges and evaluate its wider ethical implications. Through the course, students will acquire skills to be able to engage in dialogue regarding the future of educational technology, the contribution of stakeholders, and to take a personal stance towards educational problems related to the use of educational technology.</p>		
EDU520	<p>Research Methods in Education</p> <p>The aim of the course is to help students to understand and apply the basic methodological approaches in the design and conduct of research in the field of education, especially in Special Education and New Technologies. In addition, the course focuses on the research process of collecting quantitative and qualitative data and the statistical analysis and interpretation of the results of research design.</p> <p>Through the course students will have the opportunity to study the different types of research and the stages of conducting them, the process of developing research tools, such as the questionnaire and the interview protocol, the procedures for collecting and analyzing quantitative data and the validity and reliability of measurement tools. Students will also study the structure and writing of a research paper.</p> <p>Students will also have the opportunity to study and apply techniques to analyse quantitative and qualitative data and identify alternative approaches when the assumptions underlying a technique are not met.</p> <p>Through the course students will have the opportunity to study and engage in authentic scenarios and challenges</p>	10	Mandatory

	from the field of Special Education and New Technologies and to propose an appropriate design for research.		
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During the second (B) semester of the second semester of the Master's Degree Programme, each postgraduate student is required to choose, in addition to the two common compulsory general background courses, one of the two (2) elective courses offered, in order to complete the required number of thirty (30) credit hours of the semester.

Second Semester			
Code	Course Title	Credit Units (ECTS)	Type of Course
EDU 670	<p>Educational and Social Policy for people with disabilities</p> <p>The course aims to understand and analyse policies, strategies and programmes related to the education and social inclusion of people with disabilities. In an environment that promotes inclusion and equality, students will be exposed to the historical development of disability rights, the transition from the medical to the social model, and current policies in Greece and Cyprus and the rest of the world.</p> <p>The purpose of the course is to equip students with the knowledge, skills and attitudes needed to contribute to the development and implementation of inclusive policies and programs, ensuring that people with disabilities have access to educational and social opportunities. Through the exploration of best practices and the study of supportive institutions and structures, they will enhance their capacity to support the individual development and social participation of people with disabilities.</p>	10	Mandatory
EDU 690	Application of New Technologies in Special Education	10	Mandatory

	<p>This course examines the use and application of modern technological tools and methods to support students with disabilities and/or special educational needs. It aims to equip students with the necessary knowledge and skills to be able to use new technologies to promote inclusion and accessibility in learning. The course focuses on technological applications that help to personalise teaching, support different learning styles and enhance student participation and autonomy.</p> <p>It also includes exposure to accessibility tools and technologies, such as assistive technology software, augmented and virtual reality applications, as well as devices that enhance student interaction with the learning environment.</p> <p>Finally, the course seeks to prepare students to be able to integrate new technologies in ways that enhance the learning experience and promote inclusion, supporting students to develop their skills and actively participate in the school and social environment.</p>		
Selection of one of the following courses			
PSYED504	<p>Learning Difficulties</p> <p>This course provides the knowledge and skills to effectively support students who face a range of learning challenges and students with unique qualifications. Through in-depth exploration of specific needs and skills, from sensory processing differences to intellectual disabilities and giftedness, the course aims to disseminate valuable knowledge to create inclusive learning environments. Finally, students in this course will become familiar with proven strategies and interventions to empower all stakeholders</p>	10	Select

	students in any classroom to reach their full potential.		
PSYED505	Language Development and Language Disorders This course provides a comprehensive exploration of human language development, including the underlying cognitive and neurological processes, from infancy to adulthood. Through a series of meetings, discussions, and activities, students will gain a deep understanding of how children acquire and improve their oral and written language skills. By the end of this course, students will gain a strong foundation in language development that occurs throughout the human lifespan, allowing for critical analysis of research findings and application of this knowledge in a variety of professional contexts, including education, speech and language pathology, and cognitive science.	10	Select

During the third (c) semester of the third semester of the Master's Degree Programme, each postgraduate student is required to choose, in addition to the two common compulsory general background courses and one of the two (2) elective courses offered, in order to complete the required number of thirty (30) credit hours of the semester, or the Master's Thesis (30) credit hours of the semester.

Third Semester			
Code	Course Title	Credit Units (ECTS)	Type of Course
EDU680	Child and adolescent psychopathology (distance learning) This course provides an in-depth exploration of the genetic, neurodevelopmental, and biological foundations of psychopathology and deviant behavior in children and adolescents, as defined by the American Psychiatric Association	10	Mandatory

	<p>Society (APA, 2022) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). Students will develop basic skills for conducting discussions with parents/guardians and pediatric populations and for understanding psychodiagnostic and assessment tools. The course emphasizes an understanding of treatment plans and systemic psychotherapeutic interventions tailored to children and adolescents.</p> <p>At the end of the course, students will develop the skills necessary to understand the assessment and management of mental disorders in pediatric populations works, while emphasizing the ethical and clinical importance of these skills for those seeking develop skills and knowledge about child and adolescent psychopathology.</p>		
EDU695	<p>Universal Design and Production of Educational Materials in Special Education</p> <p>The course aims develop knowledge and skills for design and production of educational materials that meet the needs of all students, especially those with disabilities or other special educational needs. It focuses on the principles of Universal Design for Learning, which promotes an educational framework that makes education accessible and participatory, incorporating flexibility and personalisation.</p> <p>The theoretical basis of Universal Design is extensively analysed, based on international standards and good practices for the inclusion of students with disabilities and their support in different learning environments. Students learn to identify and assess the challenges that may be faced by students with sensory, motor, cognitive or social difficulties, and gain the knowledge necessary to creation of differentiated material and customized and</p>	10	Mandatory

	<p>activities that can meet the needs of these students.</p> <p>The aim of the course is to provide students with the appropriate tools and skills to produce accessible, inclusive and personalised educational material, using new technologies, contributing to the equal participation and educational progress of all students. Upon completion of the course, they will be able to design educational materials based on the principles of inclusion and equity, and to integrate innovative approaches to promote an educational environment that diversity and fosters the right to learning for all.</p>		
Selection of one of the following courses			
PSYED501	<p>Psychology for Education</p> <p>This course is an introductory course which will lay foundations for the training of a teacher or psychologist in the field of educational psychology and will guide him/her through research, theory and practice on cognitive, ethical and psychosocial development and behavioral shaping in the search for a higher quality, more effective and meaningful education with all that this implies.</p> <p>During the semester, thirteen thematic units will be presented, with which students will be required to interact and reflect critically, as well as to formulate questions to be addressed in the advisory meetings with the lecturer and other students.</p> <p>The course will present both the basic theoretical concepts of Educational Psychology and their research and practical application. In particular, the following will be discussed: a) the multidimensional role of the educational psychologist and the teacher, b) theories concerning learning in general, c) the levels of diversity in the student population and</p>	10	Select

	<p>their possible impact on learning; d) the impact of motivation and teaching objectives; e) the design and implementation of valid and effective psycho-educational support programmes that meet children's needs.</p>		
PSYED502	<p>Cognitive Neuroscience in Education</p> <p>This course aims to introduce and familiarize students with "Cognitive Neuroscience in Educational Psychology", a discipline that combines cognitive neuroscience, psychology and education. Specifically, through this course, students will learn about the basic anatomy and function of the brain, the concept of neuroplasticity and its importance in the learning process, as well as the tools used to study cognitive processes. Through assignments and class discussions, they will be asked to engage in critical thinking about whether knowledge about the changes that occur at the brain level during learning can actually guide the development of learning strategies and teaching methods to the point of providing useful benefits.</p> <p>The course will present the basic structures of the brain, neuroplasticity and its relationship with learning, the relationship between learning, sleep, emotions and exercise, as well as discuss different teaching approaches based on knowledge about brain development and aimed at enhancing learning.</p>	10	Select
EDU650	<p>ή</p> <p>Postgraduate Diploma Thesis</p> <p>This course aims to familiarize students with the integrated completion of a Master's Thesis related to the field of Education and specifically to Special Education and New Technologies. Specifically, through the course of this , students will be invited to</p>	30	General background/ Skills development

	complete all stages of a research project including the selection or design of methodological tools, data collection, analysis and interpretation of their data. Through the different research stages they will be asked to exercise critical thinking about whether the process they are following is valid, reliable and ethical. The Master's thesis aims to enhance the students' research skills and critical thinking, while contributing to their understanding of the research process in the field of Education and Special Education and New Technologies.		
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Emphasis is placed on the practical training of postgraduate students, which includes monitoring, observation, and design of educational interventions. Teaching in school settings or in early childhood education and care centers will be independent and supervised. The design of the , research projects and the dissertation aim to enhance the pedagogical competence of graduate students by using innovative theories and technologies.

Fourth semester			
Code	Course Title	Credit Units (ECTS)	Press Course
EDU700	Practical Exercise The inter-university postgraduate programme "Special Education and New Technologies" includes the implementation of an internship for postgraduate students as an optional educational activity. The Programme of Studies places particular emphasis on the practical training of postgraduate students, which includes monitoring/observation, the theoretical design of educational intervention, the implementation	30	Mandatory

	<p>Micro-teaching and/or the development of teaching/teaching intervention.</p> <p>The Practical Training is carried out during the second year of studies (fourth (d) semester of the postgraduate programme), as follows:</p> <ul style="list-style-type: none"> • Practical Training - Monitoring and Supervised Teaching in Special Education and Education and/or Inclusion institutions and school units. 		
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Article 8

Postgraduate Diploma Thesis (M.D.E.)

The postgraduate student, if he/she chooses to do so, must prepare and successfully support his/her postgraduate thesis in the respective semester of study referred to in these , if the curriculum of his/her specialization includes the preparation of a thesis (mandatory or optional). Postgraduate students who accumulated 60 credits from previous semesters are entitled to undertake a thesis.

More specifically, the topics of the M.D.D. thesis are defined by the Guide for the Preparation of the Postgraduate Diploma Thesis, which includes the following:

1. the educational purpose of the NDE,
2. the stages of the submission of the ,
3. the areas of research interest,
4. the stages of conducting the NDA,
5. the change of title of the M.D.E,
6. the deliverables of the course "Preparation",
7. good practices in the drafting of the text and the electronic or printed reading of the M.D.E,
8. information for studying and finding bibliographic sources,
9. guidelines for the preparation of research papers,
10. the evaluation criteria of the IO,
11. change of supervisor, etc.

Article 9

Organization of the D.P.M.S. with the use of modern and asynchronous distance learning methods

The Master's degree is a Distance Education programme. The online Moodle platform used by the University is designed to achieve the best learning outcomes for students. The platform's capabilities for synchronous and asynchronous Distance Education allows students to easily become familiar with its use and choose the mode that best suits them in a flexible and personalized learning nature.

The University of Limassol has a team that manages distance learning at the university. The aim of the team is to ensure high quality education and to maintain a dynamic, flexible and inclusive learning environment <https://www.uol.ac.cy/el/monada-ex-apostaseos-ekpaidefsis/>.

The distance education postgraduate programme in Special Education and New Technologies is based on the pedagogical model of structured pedagogy of e-learning and is enriched with the philosophy and pedagogical foundations of Open and Distance Education. The course structure and the related tools offer students flexibility in their personalised and self-regulated path to knowledge throughout their studies at the University.

The central pillars of the pedagogical and methodological approach are:

- A. A combination of videoconferencing, learning by doing, learning by reflection, learning by case-based learning and learning by exploring.
- B. Empirical learning through the linking of learning objectives to students' real-life experiences.
- Γ. Social constructivism, situated learning and learning communities are used.
- Δ. Creative learning is exploited. In this context, numerous techniques are proposed to enhance lateral thinking, which, with appropriate adaptation, can be applied to

online learning and are used by teachers on a case-by-case basis, in relation to the subject matter and the target group.

The pedagogical model used enables students to have access to material that has been offered and posted on the electronic platform and has been discussed with the Teacher-Advisor in the modern distance communication (teleconference) in the course. At the same time, in addition to the material and teleconferences, students have the opportunity to participate in interactive learning initiatives and to participate as members of the academic community of the University.

The conduct of students' practical training, as an educational activity of the MSc, may be conducted remotely, if the host institutions support teleworking method and the supervision of the practical training is ensured.

In any case, the training process may be carried out using modern distance learning methods in the following cases:

- i. in cases of force majeure or exceptional circumstances, where it is not possible to conduct the educational process in person or to use the infrastructure of the University of West Attica for the conduct of its educational, research and other activities,
- ii. organisation of immersion courses and tutorial exercises, in addition to the compulsory teaching hours per course.

The organisation of the educational process using distance learning methods ensures accessibility for people with disabilities and special educational needs.

The guide to distance teaching of the D.P.M.S. regulates the specific terms and conditions regarding the organization of the educational process with distance education methods of the D.P.M.S. and in particular [according to the common ministerial decision (B' 1079) under 18137/Z1/15.2.2023] the following issues:

- (a) issues relating to access to the integrated e-learning system, the user accreditation procedure and access rights per user category (lecturer, student, supervisor, technical and other staff),
- b) issues related to the technological infrastructure of the P.D.A., the technical support, maintenance and upgrading of infrastructure and technologies to support the distance learning process, as well as the obligations of each user,
- c) the process of educational support for students,

- d) the pedagogical framework for the design and implementation of courses and other educational activities using distance learning methods and student assessment,
- e) the procedure for the evaluation and upgrading of the digital skills of the teaching staff participating in distance learning programmes,
- (f) the process of checking operations for plagiarism through trusted applications,
- (g) the policy for the protection of personal data and compliance with the provisions of the General Data Protection Regulation and Law No. 4624/2019,
- (h) the information systems security policy targeting the development of e-learning systems,
- (i) the information privacy and cybersecurity management policy,
- (j) the criteria for the periodic internal evaluation of distance learning postgraduate programmes,
- k) the procedure for the registration of students in the student register of the UAS,
- l) any other issue related to the organisation of the MSc in distance education methods.

Article 10

Student evaluation - Examinations

At the beginning of each semester and before the beginning of the courses of the MSc, the academic calendar of the MSc is announced to the postgraduate students, which is determined by a decision of the H.P.S. The academic calendar includes the start and end dates of the semesters, holidays, as well as the dates of the examinations.

The Coordinating Committee prepares and announces the timetable of the examinations for each examination period in good time and no later than ten (10) days before the beginning of the examinations.

(according to Law 5094/2024, the Coordination Committee is mandatory as a competent body).

There may be a re-examination period, in which postgraduate students who fail the examination of the course(s) in the regular period or postgraduate students who did not participate in the examination of the course(s) in the regular period are entitled to participate.

The assessment of postgraduate students and their performance in the courses they are required to attend within the framework of the MSc is carried out by means of written distance examinations or by means of assignments throughout the semester. The method of assessment is described in the outline of each course.

Criteria and evaluation procedure of the curriculum

Assessment is an integral part of the educational process and a useful tool for both students and teachers. Performance assessment is based on clear criteria, linked to learning objectives, which students know in advance. What is assessed is not only the knowledge and skills acquired but also the interaction between the:

- trainees and the training material,
- trainees and their co-trainees,
- trainees and teachers.

Depending on the objectives of the learning process, students should be assessed using a variety of techniques and the results should be communicated to the students in order for them to self-regulate and improve. The design of assessment should take into account the characteristics of the learners.

Ways of evaluation

Course attendance: Attendance of the course is compulsory and corresponds to 20% of the total grade.

Research papers: Within the Special Education and New Technologies MA, there is an emphasis on authentic assessment for student performance, which requires the student to apply their knowledge to solve a problem by demonstrating their skills. Complex research projects are mainly used for this purpose which are based on scientific research and related to authentic situations. The assessor/evaluator will evaluate the research project on the basis of criteria ensuring a significant degree of objectivity. Final examination: Students will attend the final examination of the respective postgraduate course which includes open and closed questions on the syllabus covered by the end of the semester.

Evaluation method:

1. Weekly self-assessment activities: 0%
2. Weekly interactive activities (From 2% to 10 weeks to be chosen by the students. The other two will not be assessed): 20%.
3. Individual Work or Group Work: 30% 4. Final exam: 50%.

For the evaluation of students with disabilities and special educational needs, the articles referring to alternative methods that may be applied on a case-by-case basis, as they apply to the Internal Regulations of the University of West Attica and the University of Limassol, apply.

In order to improve the grades of graduate students, a student may be permitted to retake only one (1) course in which he/she has successfully passed in an examination period that includes that course.

If the postgraduate student fails more than three (3) times in the same course, he/she may request, with his/her application to the Director of the Master's Degree Programme, to be evaluated by a three-member committee consisting of teaching staff of the same or another Department of the P.D.A., with a subject of the same or related to the subject of the course to be examined, in which the lecturer of the course cannot participate. If the Director of the D.P.M.S. does not appoint the members of the committee within one (1) month from the submission of the application, the student request appointment of the members of the committee from the President of the supervising Department.

Article 11

Practical Exercise

The Programme of Studies of the D.P.M.S. includes the implementation of an for postgraduate students, as a compulsory educational activity, which aims at the practical application of the theoretical scientific knowledge acquired in the courses of the Programme of Studies of the D.P.M.S. The aim of this course is to apply the theoretical scientific knowledge acquired in the course of the programme of study of the Master's Degree Programme and to familiarize the students with possible workplaces, and mainly to enhance the pedagogical and teaching skills of the postgraduate students through the use of innovative theories and technologies.

In order to successfully complete and validate course, participants are required to follow a cycle of theoretical approaches (cycle

seminar/theoretical courses) and a cycle of practical applications with a compulsory attendance of at least twenty (20) hours in a selected host organisation.

The aim of the course is to provide students with the opportunity to practice the exploration of modern and innovative processes of teaching practice, acting as trainers and trainees. In particular, the course, through a system of procedures and tools, seeks to bring the postgraduate student trainee into direct contact with contemporary pedagogical practice in order to provide feedback and improve their teaching practice.

The internship is implemented in host institutions, which will provide students with a field of research work and internship in the following main areas:

- Modern Trends in Teaching in the Classroom
- Innovative actions in the context of education and training
- Educational, social and cultural approaches to child education
- Child/Adolescent Psychosocial Support and Counselling
- School pedagogy and teaching practice

Participants are required, for the successful completion and registration of the course, to follow a cycle of theoretical approaches (a cycle of seminar/theoretical courses) and a cycle of practical applications (a cycle of visits/observations and/or workshops in selected institutions) with the aim of designing lessons for educational interventions.

More specifically, it is noted:

- 1) The theoretical approaches relate to compulsory seminar-type courses aiming at an interdisciplinary and holistic approach to teaching and school practice.
- 2) The practical applications involve visits - observation of sample lessons, laboratory/creative activities in host institutions:
 - α) The trainees' activity in the host organisations must cover a total of up to 8 hours, but may be extended if the trainees request it and if there is agreement between the Traineeship Manager and the host organisation.

- b) The trainees participate in the programme of each host organisation and attend courses/seminars/teaching by scientists of general and specific subjects, project/programme activities, etc.
- c) During the course, the trainees are required to record observation sheets, gathering the necessary material for the critical processing of the activities and the development of their individual work as an integrated teaching plan for educational interventions.

Article 12

Student Rights and Obligations - Deletion of a Postgraduate Student.

12.1. Student rights

Postgraduate students have all the rights and benefits provided for first cycle students, except for the right to free textbooks. Postgraduate students may use the existing material and technical infrastructure of the University of West Attica and the University of Limassol, which includes the teaching rooms equipped with modern teaching aids and computers, the Library, and the facilities of the Departments of Biomedical Sciences and Education of the University of West Attica and the University of Limassol, respectively.

Postgraduate students who do not have access to medical and hospital care, are entitled to full medical and hospital care in the National Health System (NHS) with coverage of the relevant costs by the National Health Service Providing Organization (NHS) in accordance with article 33 of Law No. 4368/2016 (A' 83), as amended and in force.

Postgraduate students are entitled to free meals based on their individual and family financial situation and their location.

Postgraduate students may apply for external funding for their studies from various public and private sector institutions or bodies and Research Institutes.

Postgraduate students may be covered financially by funded research projects in which they participate. The relevant

details are defined by decision of the HPS, following the recommendation of the Director of the D.P.M.S.

Postgraduate students can participate in the University's student exchange programmes (e.g. ERASMUS) or in other research programmes of foreign universities, within the framework of transnational agreements with similar institutions and enrol as visiting students.

The collaborating Departments are required to ensure that postgraduate students with disabilities and/or special educational needs have accessibility to the proposed programmes and teaching or other facilities.

Postgraduate students may request, if there are exceptional reasons, to change their specialisation in the programme to a different specialisation from the one in which they were enrolled during the admission and registration process. The justified and documented request for change of specialisation is submitted to the Secretariat of the programme and forwarded to the NPC, which is responsible for examining the request and for approving or rejecting it.

12.2. Student obligations

Course attendance follows the conventions of Distance Education and is described in the operating regulations.

Postgraduate students have the following obligations:

- Course attendance: Attendance of the course is compulsory and corresponds to 20% of the total grade.
- Research papers: Within the Special Education and New Technologies MA, there is an emphasis on authentic assessment for student performance, which requires the student to apply their knowledge to solve a problem by demonstrating their skills. Complex research projects are mainly used for this purpose which are based on scientific research and related to authentic situations. The assessor/evaluator will evaluate the research project on the basis of criteria ensuring a significant degree of objectivity.
- Final examination: Students attend the final examination of each graduate course which includes open and closed questions on the syllabus covered by the end of the semester.

For the evaluation of students with disabilities and special educational needs, the articles referring to alternative methods that may be applied on a case-by-case basis, as they apply to the Internal Regulations of the University of West Attica and the University of Limassol, apply.

Each postgraduate student is entitled to sit a second examination if he/she fails the first one. If he/she fails the second time then he/she will have to repeat the course.

Other issues are determined by the specific Regulations of the D.P.M.S., which is drawn up by the competent bodies of the D.P.M.S. and follows the legislation in force.

12.3. Deletion of a Postgraduate Student

The deletion of a postgraduate student is done after a relevant recommendation of the Director of the D.P.M.S. to the H.P.S. and a relevant decision is taken. The decision shall be communicated within fifteen (15) days to the postgraduate student concerned, who shall have the right to submit an appeal within fifteen (15) days from the date of its adoption. The appeal shall be finally decided by the above-mentioned bodies.

The H.P.S. may decide to withdraw postgraduate students for following reasons:

- α) Incomplete fulfilment of the obligations of the postgraduate student, as described in the Regulations of the Master's Degree Programme.
- b) Non-payment of the prescribed tuition fees within the prescribed dates/periods, as defined in the Call for Expression of Interest and in Article 13 of these Regulations (in any case, a student who has not met his/her financial obligations is not entitled to receive either a certificate of completion of studies or the Diploma of Postgraduate Studies).
- c) Disciplinary offences, such as violation of the terms of academic ethics and, in general, any violation of the legislation and the Internal Regulations of the University of Limassol and the University of Limassol.

- d) Request for the same postgraduate student to be withdrawn.
- e) Repeated failures in the examination of a course or courses as defined in the present Regulations of the D.P.M.S.
- f) Non-renewal of registration or non-attendance of courses for two (2) consecutive semesters.
- g) In case a postgraduate student has committed the offence of plagiarism or an offence falling under the law on intellectual property (Law 2121/1993).
- h) For any other reason deemed necessary by the competent bodies of the D.P.M.S.

In case of permanent discontinuation of studies or withdrawal of a postgraduate student for any reason, the fees already paid will not be refunded.

Article 13

Tuition fees

Detailed Budget for the Operation of the Interdisciplinary Postgraduate Studies Programme

The operating costs of the programme are covered through tuition fees. The amount of the tuition fees is determined by the HPS and the competent bodies of the collaborating institutions (Article 81 of Law 4957/2022) and does not exceed the amount of five thousand (5.000€).

In cases of interruption of studies, the total amount paid will not be refunded.

Tuition fees are paid to the University of Limassol, which is responsible for their management.

Postgraduate students are required to have paid all their financial obligations before the awarding of the Diploma of Postgraduate Studies.

The Master's degree programme offers the possibility of exemption from tuition fees, in accordance with the current legislation and as described in article 14 of the Standard Rules of Studies of the Master's degree programmes of the P.D.A. and the present Rules of Operation.

Article 14

Diploma of Postgraduate Studies (D.M.S.)

The Diploma of Postgraduate Studies (D.M.S.) is a public document. The graduate of the MSc may be awarded, prior to the award, a certificate of successful completion of the MSc and an analytical score with the corresponding ECTS credits.

The Diploma of Postgraduate Studies is accompanied by a Diploma Supplement which is an explanatory document and does not replace the official degree or the detailed course grades. The Diploma Supplement is attached to the MSc and provides information on the nature, level, general context, content and status of the studies successfully completed by the person named on the original of the diploma. The Annex does not make any evaluative judgements and there are no statements of equivalence or equivalence or proposals for the recognition of the MSc abroad. The Diploma Supplement is issued automatically and without any financial charge in Greek and in English, and must meet the authenticity requirements for the degree awarded. The date of issue of the Diploma Supplement does not necessarily coincide with the date of award of the , but can never be earlier than that date.

The grade of the Diploma of Postgraduate Studies (M.Sc.) is based on the grade of the evaluation in the courses, the Practical Exercise and/or the Postgraduate Diploma Thesis (M.D.E.).

More specifically, in each semester the student receives a grade in each course examined and if successfully assessed, is credited with the corresponding credits. The final grade of the MSc is derived from the assessment grade:

- a) in the courses,
- b) the internship and/or the Postgraduate Diploma Thesis, in accordance with the curriculum of each specialisation of the Master's degree.

The grade of the Diploma of Postgraduate Studies (D.M.S.) is calculated with an approximation of two decimal places and is obtained from the formula:

$$B=(B1*\pi1+B2*\pi2+.....+Bv*\pi v)/(\pi1+\pi2+.....\pi v)$$

where B1,B2....Bn are the grades of all the courses the student has successfully passed and P1,P2.....Pn are the credit points corresponding to each course.

Course registration grades are defined as five (5) and above. The grading scale for evaluating the performance of graduate students is defined from zero (0) to ten (10) as follows:

- **Excellent:** from eight and fifty (8.50) to ten (10),
- **Very good:** from six and fifty (6.50) to eight and forty-nine (8.49),
- **Good:** from five (5) to six and forty-nine (6.49) or
- **Rejected:** from zero (0) to four and ninety-nine (4.99).

Article 15

Lecturers of Postgraduate Studies Programmes

The teaching work of the Postgraduate Studies Programme is assigned, following a decision of the H.P.S., to the following categories of lecturers:

- a) members of Teaching Research Staff (D.R.P.), Special Teaching Staff (S.T.P.), Laboratory Teaching Staff (L.T.P.) and Special Technical Laboratory Staff (S.T.L.P.) of the Cooperating Departments or other Departments of the two universities or other Higher Educational Institution (HEI).
- b) Emeritus Professors or retired members of the Associated Departments or other Departments of the two universities,
- c) associate professors, d) appointed lecturers,
- e) visiting professors or visiting researchers,
- f) researchers and special operational scientists of research and technological institutions of article 13A of Law No. 4310/2014 (A' 258) or other research centres and institutes in Greece or abroad,
- g) Scientists or artists of recognised prestige, who have specialised knowledge and relevant experience in the subject matter of the MSc.

The assignment of the teaching work of the D.I.M.S. is carried out by decision of the H.P.S., following the recommendation of the course coordinators, the members of the H.P.S. and/or the Director of the D.I.M.S.

In particular, the coordination and teaching of the courses of the D.P.M.S. is carried out by members of the faculty of Department of Education of the University.

Limassol. The assignment of teaching a course in the D.P.M.S. is in accordance with the legislation in force. By decision of the HPS, the specific conditions, the procedure of invitation from the country or abroad, the specific terms of employment, as well as any issue related to the guest lecturers, who may be renowned scientists who have the position or qualifications of a professor or researcher in a research centre, scientists of recognized prestige with specialized knowledge or relevant experience in the subject of the MSc.

The assignment of teaching in the courses of the D.P.M.S. is made by decision of the H.P.S. The specific conditions for assigning teaching and the criteria for the selection of lecturers are defined as follows:

- Previous experience in teaching the corresponding or equivalent course in an undergraduate or postgraduate course.
- Research engagement with the subject of the course.

By decision of the H.P.S., the teaching assistants may be assigned to doctoral candidates of the collaborating Departments or Faculties of the University of West Attica and Limassol with a subject related to the teaching assistantship provided in the MSc and/or to scientists or artists of recognized prestige, who have specialized knowledge and relevant experience in the subject of the MSc, under the supervision of a MSc lecturer.

The right to supervise dissertations is held by the lecturers of paragraphs a) to f) of par. 12.1, provided that they hold a doctoral degree. By decision of the H.P.S., the supervision of theses may be assigned to members of the faculty members, the members of the teaching staff and the members of the teaching staff of the collaborating Departments or Faculties of the University of West Attica and the University of Limassol, who have not undertaken teaching work in the D.P.M.S.

All categories of lecturers may be remunerated exclusively from the resources of the MSc. No remuneration or other benefits may be paid from the state budget or the public investment programme. The amount of the remuneration of each lecturer shall be determined by a decision of the HPS on the assignment of the teaching assignment. In particular, lecturers who are members of the teaching staff may receive additional remuneration for the work they provide for the MSc, provided that they fulfil minimum legal obligations, as defined in par. 2 of article 155, of law 4957/2022. The last subparagraph shall apply *mutatis mutandis* to the members of R.E.P., R.I.P. and R.T.I.P., provided that they fulfil their minimum legal obligations.

The obligations of the lecturers include, among others, the definition and description of the course, the citation of relevant literature, the definition of the examination method of the course, the communication with the postgraduate students.

By decision of the H.P.S. the institution of the Academic Advisor is applied to the D.P.M.S. The purpose of this institution is to provide advice to postgraduate students during their studies on academic issues in an individualized manner. The expected result is to facilitate postgraduate students in completing their studies while at the same time utilising their particular skills and interests in the educational and research process. The Academic Advisor chooses how to approach and advise the students assigned to him/her in each academic year.

Article 16

Teaching assistantship for postgraduate students

By decision of the H.P.S. of the D.P.M.S. it is possible to approve the participation of postgraduate students, doctoral candidates and postdoctoral fellows in the provision of auxiliary teaching work in first or second cycle programmes of study.

The auxiliary teaching work is defined as the assistance of the members of the teaching and research staff in the exercise of their teaching work, the training of students, the conducting of tutorials, laboratory exercises, the supervision of examinations and the correction of exercises.

Article 17

Financing - Financial management

Analytical budget	Academic	Year	2025-2026	(per	30
persons/class)					

The total indicative cycle revenue (for 2 years of full-time attendance) for the PADA amounts to 180.000€ i.e. 90.000,00€/year.

The following Table (1) analyses the income of the D.P.M.S. by cycle of studies. Table 1.

Revenue (Year/Course)

Revenue from indicative tuition fees and other sources		
Number of students/class	30	
Indicative number of classes	5	
Indicative number of students with tuition fees	150	150 X 5000€= 750.000€
Revenue from tuition fees	750.000€	Full-time attendance 2 years 150x5.000=750.000 <ul style="list-style-type: none"> • First semester 150x1400=210.000 • B' semester 150x1200=180.000 • Third semester 150x1200=180.000 • Fourth semester 150x1200=180.000
Other sources of income: Donations, Benefits, legacies and all kinds of sponsorships from public or private sector bodies, funds from EU research programmes or projects; or other international organisations	0€	
Total Indicative Revenue Cycle for PADA	180.000€	

As regards expenses, the categories of operating expenses and the corresponding amounts - expected outflows in accordance with the applicable legislation are indicated.

It is noted that the compensation costs of regular teaching, technical and administrative staff of the Institutions relate to work that exceeds their statutory obligations.

Table 2. Annual/Cycle Costs

CYCLE COSTS FOR THE FLEET	180.000€
Teaching fees for regular staff of universities, research centres and institutes participating in the organisation of the D.P.M.S.	80.000,00€
temporary staff salaries of temporary staff of participating higher education institutions in the organisation of the D.P.M.S.	10.000,00€

Expenditure on consumables and other supplies	5.000,00€
Travel expenses for teachers	10.000,00€
Publication costs	10.000,00
Administrative and technical support fees	30.000,00€
Equipment and software expenditure	10.000,00€
Publicity-promotion costs	2.000,00€
Purchase of educational material	10.000,00€
Organisation of conferences	8.000,00€
Fieldwork expenditure	5000,00
TOTAL	180.000,00€

Since the Operating Budget of the Interdisciplinary Postgraduate Programme (IPM) does not vary from year to year, it remains the same for the next five (5) years (2025-2031).

Article 18

Plagiarism

The postgraduate student is required to indicate in an appropriate manner whether he/she has used work and opinions of others. In addition, postgraduate students who have used Artificial Intelligence (AI) services and assistance in the preparation of work assigned to them in the context of courses in the curriculum of the D.P.M.S. and/or M.D.E., should include in the preamble of the text a 'Statement on the use of generative AI and AI-assisted technologies in the writing process', stating which tool they have used and for what purpose.

Plagiarism is considered a serious academic offence. Plagiarism is the copying of someone else's work, as well as the use of someone else's work - published or not - without proper attribution. The copying of any documentation material, even from the candidate's own studies, without proper reference, may constitute a decision by the NEC to remove the candidate from the course. In the above cases, the selection board may decide to remove the candidate after he/she has been given the opportunity to express his/her views on the matter orally or in writing.

Any misconduct or violation of academic ethics is referred to the H.P.S. Any misconduct or violation of academic ethics is referred to the H.P.S. Any violation of copying or plagiarism and in general any violation of the provisions on intellectual property by a postgraduate student during the writing of papers in the context of the courses or the preparation of the thesis is also considered as misconduct.

Article 19

Awarding of degrees - mentoring

The assessment is not a component of successful completion of studies, but it is a necessary condition for the award of the Master's Degree. For reasons of force majeure (e.g. health reasons, residence or work abroad, military obligations) and upon application to the Secretariat of the MSc, the graduate may request the award of the degree without participating in the conferral ceremony or request to participate in a subsequent conferral ceremony. Exemption from the obligation to participate in a mentoring ceremony shall be approved by the Director of the MSc. Prior to mentoring or exemption from mentoring, graduates may be given a certificate of successful completion of their studies.

A Diploma of Postgraduate Studies awarded may be revoked or cancelled if it is proven that the legal and institutional conditions for its award did not exist at the time of its acquisition. Revocation or cancellation is made following a decision of the HPS, which is communicated to the Rector of the institution.

Article 20

Evaluation of the D.P.M.S.

At the end of each semester an evaluation of each course and each lecturer is carried out by the postgraduate students. The evaluation is carried out using a special evaluation questionnaire, which is completed electronically by the postgraduate students through the Limassol University platform. Courses are evaluated in terms of content, teaching method, teaching material and the degree of their correlation with the principles and philosophy of the postgraduate programme. Lecturers are assessed on

many levels, which may include, but are not limited to, assessment of knowledge and the ability to transfer it to students, their preparation, use of up-to-date literature, willingness to answer questions, timely grading and returning of assignments and written examinations, and adherence to course hours. The evaluation of the teaching work through questionnaires by the postgraduate students follows the defined procedures of the two universities.

The external evaluation of the MSc is carried out in cooperation with the accreditation body of Cyprus (DIPAE) and NTHAE in the framework of their accreditation according the procedure provided by NTHAE.

In this context, the overall evaluation of the work carried out by the D.P.M.S, the degree of fulfilment of the objectives set at its establishment, sustainability, the absorption of graduates in the labour market, the degree of its contribution to research, its internal evaluation by postgraduate students, the feasibility of extending its operation, as well as other elements relating to the quality of the work produced and its contribution to the national strategy for higher education.

Article 21

Website of the P.M.S.

The MSc "Special Education and New Technologies" will have a website with content in Greek and English. The official website of the MSc in Special Needs Education will be continuously updated and will contain information concerning the organisation and operation of the programme. The website will contain announcements regarding all the procedures of the MSc, multimedia material, the timetable of courses, as well as any information that facilitates or clarifies the actions implemented within the framework of the Programme in general, being the official place of information for students and those interested in participating in the MSc.

Article 22

Other provisions

The courses in the MSc are taught in Greek. There is the possibility of conducting the programme in English as well, following a decision of the HPS.

The regular review of these Rules of Procedure shall take place every two years.

Any issue that arises that is not covered the relevant legislation or this Regulation, will be addressed by decisions of the competent bodies and, where necessary, by an extraordinary amendment of the Regulation, following a decision of the H.P.S.