Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: Alexander Collage Larnaca

Program of Study: Bachelor of Design in (Graphics) (Interior) (Photography) (Fashion)

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Andrew Burton	Professor of Fine Art	Newcastle University
Matthew Cornford	Professor of Fine Art	University of Brighton
Theopisti Stylianou-Lambert	Associate Professor	Cyprus University of Technology
Savvas Theodosiou	Student representative	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The panel was sent a well-organized and clear body of material in advance of the inspection. Subsequently the Panel was sent some minor corrections, amendments and revisions. These documents were studied. On the day of the visit we were given various brochures about the college and hard copies of all the material supplied electronically.

On the day of the visit the Panel held a well-organized series of meetings that included a meeting with the Head of the Institution, members of the Internal Evaluation Committee, the Head of Research Centre, the Head of the Fine Art Programme and the Head of the proposed BA. The Panel met with members of the Research

Committee and students involved with research (in other subject areas). In the afternoon the Panel met with five students or recent graduates. The Panel met with a large number of teaching staff.

We visited and inspected the teaching and learning facilities, including technical facilities, library resource, studios including the annex (which included resources for photography).

The panel saw samples of student work.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

A well-organized body of material was submitted in advance for the Panel's inspection, Further material was made available on the day, including hard copies of the internal evaluation. Management and teaching staff were helpful and responsive in answering questions. Students and staff made many extremely supportive remarks and observations about the institution and their experiences of teaching and learning on the previous programmes.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**

The level of organisation of the programme under review was satisfactory. Course documentation had evidently been carefully prepared. However, we were somewhat concerned that if staff are not employed over the summer months there is no opportunity for them to prepare for the teaching term. Clarification over these arrangements would be helpful.

- **Teaching**

We were not able to observe any teaching sessions. There are currently no students on the course so we were not able to access student feedback on the specific programme under review. However, the students we met with were extremely enthusiastic about the teaching they had received on the previous (UWE validated) programmes and were very supportive of the teaching staff working in the institution.

- **Teaching personnel**

We met with the teaching personnel for the programme and scrutinised their CVs and profiles. They are an enthusiastic and committed group of colleagues. Given the

institution's aspirations to develop a research infrastructure and environment, we felt that the current system of employing staff on short-term contracts may no longer be appropriate. To develop a research culture a minimum contract length of three years is necessary.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**

The institution is moving away from the collaboration with the University of West of England (UK) towards a free-standing locally generated programme. This was roundly welcomed by the teaching staff who were enthusiastic about the opportunities for developing their own, locally relevant course content. This bodes well for a programme that prepares students for work in the local economies.

We were concerned that students may receive insufficient practical training and teaching on subject specific Information Technology packages i.e. Adobe CC. One learning outcome is that students need to have a thorough working knowledge on such programmes.

- **Structure and Content of the Program of studies**

The programme is structured as one degree with optional pathways in graphics, interior, photography and fashion. The rationale for this is that it offers opportunities for co-learning, for collaboration and for interdisciplinary activities. Students may also play to their individual strengths. However, the programme design as it stands feels like four different programmes with some courses taught to the entire cohort. The institution should consider whether it would be preferable to have four separate and individually validated programmes (which would identify their separate strengths and weaknesses) or to integrate teaching and learning outcomes in a more ambitious way. This would involve developing and strengthening the ideas underpinning the theoretical elements.

Some of the pathways are clearly stronger than others. Fashion and Interior are currently strong, Graphics and Photography currently seem less strong.

We were satisfied that within the constraints of the pattern of small modules recommended within the Cypriot system, the programme has been designed to allow for progression and independent learning.

- **Quality Assurance of the Program of studies**

The Institution has satisfactory mechanisms for internal quality assurance, including a Quality Assurance Committee where staff from other subject areas review the work of colleagues.

- **Management of the Program of Study**

There is a clear management structure. Awareness of this is high amongst staff. All staff have an opportunity to contribute their views on curricula and programme developments.

- **International Dimension of the Program of Study**

International dimension of the programme of study is currently limited. However there are plans to e.g. encourage students to take up opportunities for academic exchange under the Erasmus programme (which was not possible under the previous structure). This is to be encouraged.

- **Connection with the labor market and the society**

Local business has been consulted over the development of the programme. The institution already collaborates with a number of local businesses. Links with cultural partners could be developed. With the creation of the Research Centre this appears to be on a positive trajectory.

There is an emphasis on students 'outsourcing' their project work whereby they pay for the use of external services and facilities necessary for the completion of work. This has some advantages where it allows students to access equipment which is beyond the reach of a relatively small Institution, however it raises very serious issues that the Institution needs to address:

i)   How is equity between the students assured? Some students may be personally better resourced to 'outsource' their activities than others: how is this recognized/compensated in the assessment process?
ii)   How are issues around health and safety, insurance etc. handled?
iii)   Are students being taught to use outsourced facilities, i.e. gaining some educational benefit or are they simply buying these services?
iv)   What quality assurance processes are in place for ensuring that 'outsourcing' is a beneficial aspect of the programme?
v)   How does the Institution address the risk that equipment and resources that would benefit all students and staff if housed within the institution is not procured? Having certain facilities available in house would allow for more experimentation and practice-based research to happen.

We would recommend that the institution develops and applies a policy on outsourcing**.**

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

The creation of the Alexander Research Centre is a positive step. There is a strategy for the development and future work of the Centre.

However, how this will operate within Design is not yet clear. At present, staff research seems to be understood as the independent activities undertaken by staff working in their own time and using their own resources.

If a proper culture of research in design is to be developed the institution will need to commit significant resource, for example supporting staff with budgets to undertake travel, professional development, create exhibitions, publications and the equivalent and, perhaps most important, periods of paid time away from teaching to develop their research. If supported, within the context of a well-articulated policy which staff have contributed to, this will, over time, be highly beneficial to synergies between teaching and research.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

The programme, and the student learning experience appears to be well supported within the framework published by the Institution.

- **Administrative Mechanisms**

These appear to be satisfactory.

- **Infrastructures / Support**

Resources

Whilst the Panel is aware that Design is an expensive subject in terms of providing the necessary resource, we felt that at present the Institution is falling short of providing the minimum resource necessary. This seems to apply across the board, for example in photography there are no professional quality cameras or in Graphics it is not clear that the latest software is available. At present, staff may make requests for new equipment and it may be procured. However, this seems to work on an ad-hoc basis without any clear strategy. We would recommend that the Institution develops a clear procurement policy, based on need, to better equip the programme under review.

- **Financial Resources**

These appear to be adequate for the proposed structure and delivery of the Degree Programme.

5. DISTANCE LEARNING PROGRAMS

NOT APPLICABLE

6. DOCTORAL PROGRAMS OF STUDY

NOT APPLICABLE

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

Strengths:
- experienced, enthusiastic, resourceful close-knit teaching team.
- the opportunities offered by a new programme.
- sound management structures and competent organization.
- good course documentation.
- experience of running undergraduate courses at Bachelors level.

Weaknesses.
- Poor physical resources. Not enough funding for equipment.
- Limited (hours) access to studios.
- The research culture in Design is not yet well developed, although there are plans in this direction. Staff are not engaged/supported in e.g. attending conferences.
- The nature of short term renewable contracts will not support the development of a thriving research culture.
- Over reliance on 'outsourcing' i.e. buying services for creating student work outside the institution.

Suggestions:

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- Consideration should be given to running four separate Degree Programmes with a shared, and improved historical and critical studies programme. This would allow the institution to focus on its strengths, e.g. fashion.
- Roll out the research culture into Design. Adopt members of the teaching team and student body onto the Research Centre Scientific Council (and rename this body to reflect its wider remit).
- Urgently develop a procurement policy so that the teaching programmes are properly resourced with equipment and materials.
- Appoint an Erasmus officer and promote academic exchanges.
- Enrich the collection in the Library and improve the loan policy.
- Extend opening hours in the studios.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Alexander College Larnaca

Program of Study: Bachelor of Design in (Graphics), (Interior), (Photography), (Fashion)

Duration of the Program of Study: 4 years

Evaluation Date: 7th June 2018

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Andrew Burton	Professor of Fine Art	Newcastle University
Matthew Cornford	Professor of Fine Art	University of Brighton
Theopisti Stylianou-Lambert	Associate Professor	Cyprus University of Technology
Savvas Theodosiou	Student representative	Cyprus University of Technology

Date and Time of the On-Site Visit: 7th June 2018 09.30hrs

Duration of the On-Site Visit: 7.5 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		**1**	**2**	**3**	**4**	**5**
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3	The course web-pages, updated with the relevant supplementary material				X	
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						

	1.1.4.1	facilities		X		
	1.1.4.2	library		X		
	1.1.4.3	infrastructure			X	
	1.1.4.4	student welfare				X
	1.1.4.5	academic mentoring			X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X	
1.1.8	Control mechanisms for student performance are effective.				X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.2 The staff student ratio is very favourable and should allow for supportive teaching

1.1.3.1 – 6 The programme is well organized in the supporting literature made available to students and other stakeholders in line with international standards

1.1.4.1 Whilst certain facilities were adequate, e.g. fashion. Others need to be improved. Facilities for photography, graphic design were not adequate. Students should, for example be able to access professional cameras, MACS are the professional standard machines, we did not find adequate resources for printing.

1.1.4.2 For an institution of this size the library is poor. The book stock needs to be improved and expanded.

1.1.4.4 Students were very happy with the level of pastoral support they received and there are good procedures in place for student support.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

40 per year

β) the countries of origin of the majority of students.

Mostly Cypriot but with 30% international

γ) the maximum planned number of students per class-section.

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1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each course is suitable for adults.			X		
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			X		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.		X			
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

1.2.1 The Panel was impressed with the evident enthusiasm, dedication and expertise of many of the staff we met.

1.2.3. Students remarked favourably on verbal feedback given by tutors.

1.2.5 The level of engagement and enthusiasm of the staff team, and their close work with the students to achieve their ambitions was impressive.

1.2.6. The institution has invested heavily in VLE

1.2.7. Whilst many of the courses would score 'satisfactory', we were concerned that the course notes on e.g. reprographics and production processes makes no mention of the industry standard programme 'indesign' and the teaching materials recommended on the reading list are very out of date.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.				X	
	1.3.2.2 Publications within the discipline.			X		
1.3.3	The specializations of Visiting Professors adequately support the program of study.			X		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.			X		
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.			X		
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the			X		

	institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.		X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.	X			
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 we met a range of staff working in different subjects and disciplines and were impressed with the range of knowledge, expertise and enthusiasm.

1.3.2.1 See above

1.3.8 See note above

1.3.10 Most staff appear to be on one-year or less renewable contracts.

1.3.11 The programme coordinator is highly experienced and has an impressive publication record.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			X		
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			n/a		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.3 There are no professionally accrediting bodies in the subjects under review.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in				X	

		1	2	3	4	5
	additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1 – 2.2.7 The programme has been prepared to a high standard and is well structured. We understand that all teaching staff have had some input into the development of the various elements of the programme. The documentation is well presented and clear.

2.2.8 The Panel felt that recent developments in teaching in design (including the various pathways), particularly in the theoretical components are not fully reflected in the programme specification.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

We understand that students will not be studying simultaneously at another institution.

2.3	**Quality Assurance of the Program of Study**	1	2	3	4	5

2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1	the members of the academic personnel				X	
	2.3.2.2	the members of the administrative personnel				X	
	2.3.2.3	the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1 – 2.3.3 The programme documentation outlines clear quality assurance processes. There is an internal quality assurance committee who had clearly reviewed the structure and content of the programme. Staff and students have been consulted over the development of the programme, this claim was borne out in our meetings with staff and students.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			X		
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.			X		
2.4.5	Information relating to the program of study are posted publicly and include:					
	2.4.5.1	The provisions regarding unit credits				X	

			1	2	3	4	5
	2.4.5.2	The expected learning outcomes				X	
	2.4.5.3	The methodology			X		
	2.4.5.4	Course descriptions				X	
	2.4.5.5	The program's structure				X	
	2.4.5.6	The admission requirements				X	
	2.4.5.7	The format and the procedures for student assessment			X		
2.4.6		The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.			X		
2.4.7		The effectiveness of the program's evaluation mechanism, by the students, is ensured.			X		
2.4.8		The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.1 – 2.4.2 The course documentation has been well prepared and is in line with international standards.

2.4.5.1 – 2.4.5.7. Information about the programme is well articulated and clearly posted, with the exception of information about methodology and assessment where provision is satisfactory.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training

5

- In which semester does practical training takes place?

During the summer vacation for a period of 8 weeks.

- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

n/a This does not happen.

2.5	International Dimension of the Program of Study	1	2	3	4	5

2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			n/a		
2.5.2	The program attracts Visiting professors of recognized academic standing.			X		
2.5.3	Students participate in exchange programs.			n/a		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.1 & 2.5.3 The institution did not present any plans for international activities, other than a possible collaboration (possibly a joint honours programme) with the University of West of Scotland, but it is too early in the development of the programme to make any qualitative judgement about this.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The panel felt that reasonable comparisons could be made which would suggest the programme design is of a satisfactory standard.

2.6	**Connection with the labor market and the society**	**1**	**2**	**3**	**4**	**5**
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.1 The institution has demonstrable links into local industry and have clearly drawn upon these when designing the programme. This information and these connections have been incorporated into the programme design and specification.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.		X			
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.		X			
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.		X			
3.1.9	Student training in the research process is sufficient.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.3 The panel was not made aware of any facilities, infrastructure or equipment provided to staff to support their research.

3.1.6/3.1.7. Although there appears to be a mechanism by which staff can apply for funding we were not made aware of any instances where this had happened in the subject areas under review. Making time available, e.g. for organizing and taking part in exhibitions can be an important way of supporting staff research. Whilst there was some evidence that this has happened, it appears to be on a very limited basis, and some years ago and it was not clear whether this was paid leave or not. The institution declared its intention to be supportive: further evidence of this policy being put into practice would be required at a future review.

3.1.8. We were shown evidence of the development of new research projects in e.g. applied law and business. However, the Alexander Research Centre does not yet involve staff or students in the Design area. Whilst there is clearly potential for activities in this area and there seems to be a desire to develop a positive trajectory, given the level of ambition, there is currently not sufficient evidence to warrant a 'satisfactory' score

3.1.9. The students we spoke to seemed vague about the research component of their programme. There is a 'personal research project' in the programme, but the way in which this can be used to inform a personal research methodology needs to be developed. The panel notes that this problem is not unique to this institution.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			X		
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			X		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.		X			
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.		X			
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.		X			
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.		X			

		1	2	3	4	5
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	X				
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2.1. Library resources are poor. There are relatively few books and journals. Whilst there seems to be an emphasis on subscribing to on-line journals, books remain a key resource in these subject areas. Students can currently loan books, but only for an hour. However, there is an enthusiastic and helpful librarian. This represents an important basis for improvement of this vital resource.

4.2.2. There was clear evidence that staff and students meet regularly on an informal basis to discuss the programme.

4.2.3/4.2.4 Fashion and interior design appear to be adequately supported in facilities. However, photography and graphic design appear to lack basic facilities, e.g. professional quality photographic equipment. Reliance on students to provide their own laptops is questionable, particularly with regard to issues around downloading the up-to-date software necessary for graphic design.

4.2.5 refer to 4.2.1

4.2.5 & 4.2.6 see note 1.1.4.2

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.			X		
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			X		

| 4.3.4 | Student tuition and fees are consistent to the tuition and fees of other respective institutions. | | | X | | |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

We note that some staff work to renewable 10 month contracts (September – June). If this is widespread it is unsatisfactory and will not support positive long terms developments either in teaching or research.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					

5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	

The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the					

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THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

	thematic areas of research conducted by the doctoral students of the program.				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Suggestions:

•   Consideration should be given to running four separate Degree Programmes with a shared, and improved historical and critical studies programme. This would allow the institution to focus on its strengths, e.g. fashion.

•   Roll out the research culture into Design. Adopt members of the teaching team and student body onto the Research Centre Scientific Council (and rename this body to reflect its wider remit).

•   Urgently develop a procurement policy so that the teaching programmes are properly resourced with equipment and materials.

•   Appoint an Erasmus officer and promote academic exchanges.

•   Enrich the collection in the Library and improve the loan policy.

•   Extend opening hours in the studios.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Andrew Burton	
Matthew Cornford	
Theopisti Stylianou-Lambert	
Savvas Theodosiou	

Date: 10th June 2018

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