

Higher Education Institution's Response

Date: Date.

- **Higher Education Institution:**
Name

- **Town:** Town

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

In Greek:

Programme Name

In English:

Programme Name

- **Language(s) of instruction:** Language(s)

- **Programme's status:** Choose Status

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme’s design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
1. The EEC recommends that CUT Quality Assurance update its assessment and feedback regulations.	Programme ILOs have been redesigned and rewritten so that they are now clear and aligned with the assignments. Instructors (both permanent Academic Staff and Special Scientists) is decided that they are asked at the beginning of every semester to assign tasks which clearly respond to the new ILOs. Having introduced the Rubrics, marking scheme is now analytically explained and applied horizontally to all classes, so marks are contextualized. It has been decided that all Academic Staff and Special Scientists will be given the respective forms for a written summative feedback for each student at the beginning of each semester, with the respective instructions for filling them (see below).	Choose an item.
2. The EEC recommends that the programme remove OR update the pan-Cypriot entrance examination	The Departmental council has started working for altering the way students enter the university, by <u>completely removing</u> the pan-Cypriot entrance examination, as it is today. In particular it has set up a scheme which includes a portfolio submission and evaluation system, the development of which is under discussion with the Ministry of Education. The target is that by next year, the entrance system will have changed. The newly appointed Minister of Education has been orally informed on 30/5/2023 about the need for this change, and she declared her willing to facilitate the necessary actions for this change within the next months. (The written communication has restarted (since it had stopped, as the proposal was blocked in 2018)). In the meantime, the (assessment of the) portfolio criteria and properties have been outlined (see below).	Choose an item.
3. The EEC recommends that the programme update its narrative regarding 'employability'.	The Department has changed the narrative leaning towards educational employment, and has created an approach towards an “artist-as-a-job” scheme. (see p. 24) ---	Choose an item. ANNEX VIII
4. The EEC recommends that the programme should be described as 240 ECTS min.	The Department is now describing its program with 240 ECTS minimum. ANNEX IX	Choose an item.
5. The EEC recommends that all programme staff take part in Professional Development Planning (PDP) on an annual basis to ensure they are kept up to date with current learning and teaching practices in Higher Education and ADM (Art Design Media).	All academic staff has been asked in written to take part in PDP on an annual basis, for keeping up to date with learning and teaching practices in the field. Also, a SWOT analysis regarding PDP is set to be asked to the programme staff centrally every September, by the Dept. Head. The response to the PDP by each member of the programme staff can be traced in KTISIS, the university Current Research Information System (CRIS) which systematically gathers digital material relating to the various activities of Cyprus University of Technology; KTISIS especially gathers original research material produced by the members of the University (https://ktisis.cut.ac.cy/?locale=en) which aligns with the PDP. (see below)	Choose an item.

	<p>Upon the request for (the publication and alignment with) actions related to PDP, participation in seminars, workshops and training activities have already been increased. For instance, four members of the teaching staff attended three workshops on Creative Sustainability in Practice, during the weekend of 26&27 May 2023. Also, an Asst. Professor has been (accepted and) enrolled at “Supervising Artistic and Practice-based Research” Summer School at Utrecht. Another one has already arranged at least three participations in exhibitions in Greece and Europe till the end of the year, while another member of the staff has already scheduled exhibitions abroad and a Faculty Exchange with TU Dublin.</p>	
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ANNEX X “Transferrable Skills” have been renamed as “**Programme Level ILOs**”, and have been rewritten, so to align with the ESG 2015. ~~(p. 9)~~ The way they are written is aligned with the Rubrics Assessment Form (RAF) (ANNEX I), which will be used for the evaluation every semester, for every student. Theoretical Assessment Form (TAF) (ANNEX II) will be used for the assessments regarding the theoretical modules, while the Written Feedback Form (WFF) (ANNEX III) will be given to the instructor as a generic – yet in alignment with rubrics (and programme ILOs) - form to be submitted to the student along with his/her evaluation grade. It is very important that *the Programme Level ILOs are the ones that all modules refer to, regardless of their own learning outcomes, which are fine tuned according to the module’s content*. This is also communicated to the teaching staff at the beginning of every semester, as well as the fact that the assignments which are set in every module by each member of the staff *correspond to the Programme Level ILOs*. In accordance to the above, ILOs in FAR 130, FAR 131, FAR 211, FAR 220, FAR 332 and FAR 333 have been tuned to correspond to the Programme Level ILOs, while it is once again stressed that all Module’s ILOs are supplementary to the ones of the Programme, as the EEC has instructed.

Summative feedback will be from now on given to the students through the specially designed forms (RAF & TAF), additionally to (and justifying) the grade.

Transferrable skill (now Programme Level ILOs) wording “Understand the importance of a deadline” has been removed, as the newly written ILOs include it in the correct phrasing.

Furthermore, a PDP has been developed by the Department, that includes the following elements:

1. Self-assessment: Teaching staff reflects on their current strengths, weaknesses, and areas of interest and they identify the specific skills or knowledge they would like to develop further. At the beginning of each academic semester, every member of the teaching staff will be asked to fill-in a self-assessment form. (See ANNEX IV)
2. Goal setting: Teaching staff is now asked to establish clear and measurable goals related to their professional growth, which include improving teaching methods, incorporating innovative technologies in the classroom, enhancing research capabilities, or publishing scholarly work.
3. Action planning: At the beginning of each semester, teaching staff now outlines the steps they will take to achieve their goals. This involves attending conferences, workshops, or seminars; pursuing advanced degrees or certifications; collaborating with colleagues on research projects; or engaging in teaching observations or peer evaluations.
4. Resource identification: At the monthly meetings, teaching staff devotes time to exchange knowledge regarding the resources and support systems available to them, such as funding opportunities, mentorship programs, professional associations, or institutional workshops and training sessions.

In terms of communication and implementation of the above schemes, the actions taken and approved by the department are:

- ANNEXes I, II, III and IV are, from now on, sent **to the teaching staff** (both permanent and special scientists) by the Dept. Head, at the *beginning* of every semester, with clear guidelines to fill them in appropriately, upon the end of the respective semester. All Annexes are also available at the Intranet of the University.
- ANNEXes II & III are, from now on, uploaded to Moodle, and sent to the **students** by the respective instructor, at the *beginning* of every semester, so that they are introduced/reminded of the grading system, get used to the rubrics, and become aware of the way they are evaluated.
- ANNEX III is returned to each student personally, through Moodle upon the *end* of the semester, along with the grade.

The Department agrees that the examination scheme should change. An updated plan, based on **portfolio submission** (ANNEX V), regarding the entrance to the Dept. process is being designed and forwarded for submission to the Ministry, which has already been informed, and has promised to facilitate the transition from an old and obsolete system, to a new, more appropriate one for the Programme. The process will take time, as the whole legislation (through the Cyprus Parliament) has to be changed, however, the institution has already taken these actions towards this direction (ANNEX VI). Alternative pathways for people with disabilities like vision impairment have also been considered in the new design. Portfolio will be assessed on the basis of understanding the potential of each of the candidacy for efficient development on drawing, and/or sculpture, and/or painting, and/or writing, and/or art history, and/or aesthetics, and/or digital media art, and/or social practice, and of course, any combinations of the above.

2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
1. The EEC recommends that the programme use Moodle for all modules	The Departmental teaching staff and special scientists have already been instructed, both orally and in written, to use Moodle in a regular and consistent way. From September and on, Moodle will be the main platform for all the modules (either taught by permanent staff, or by special scientists). Documents and supportive material for the whole semester are compulsory to be in advance uploaded during the first two weeks. Moodle will be used for the communication of the evaluation documents, too. Attendance of the Moodle training sessions, implemented by IT Services annually, will be compulsory for the academic staff.	Choose an item.
2. The EEC recommends that CUT Quality Assurance update its assessment and feedback regulations.	BA in Fine Arts is waiting for the new centrally to-be-formed regulations scheme, from the university, to align with CUT Quality Assurance Policy (https://www.cut.ac.cy/students/practical-information/Quality+in+Education/?languageId=1) which is planned to be updated in September, from the central QA committee of the university. Until then, the Department has taken actions, including rewriting of ILOs (see pp 9-10) and the contextualisation of the marking scheme through the appropriate forms. Marking criteria are now clear. Furthermore, students are already formally required to anonymously assess and provide feedback through the dedicated sis.cut.ac.cy platform, feedback that needs to be submitted in order to be able to take the exams.	Choose an item. > ANNEX X

The Department has created a scheme to facilitate assessment both ways, in the sense that it will be providing a concise document for the instructor to be filling in, upon the end of the semester, so that each student has summative written feedback for each module.

What has been set up and approved by the Dept. Council after the EEC visit, is a clear scheme of evaluation, based on two complementary documents: The Written Feedback Form (WFF) and the Rubrics Assessment Form (RAF) (see the respective ANNEXes).

Rubric and a clear ILO's matching scheme – with assignments will be publicly to the students available at the beginning of every semester through Moodle.

Regarding the Modules with a large number of ECTS (Creative Studio Art Practice I, II, III and IV), these are taught by more than one person, respectively. More specifically, they are usually taught by four different instructors (with three being the minimum). This is stated also in the body of the text, where **Various RTS and STS members** are allocated as instructors. Consequently, the assessment (and the grade) for each student in each module evolves upon a written or oral exchange of evaluation argumentation among the instructors. In the past, at the by the end of every semester, instructors have been meeting through Zoom or in physical presence, to decide the grade. However, the new Programme ILOs that have been now

introduced, seem to facilitate a better language of communication among the evaluators, and a better understanding for the rationale of the grade, as per assessment criteria, among the students.

It is also, now, a guideline to the instructors, during their meetings, to (ask for and) receive feedback for the grading in other modules with less ECTS. As the modules' audience is small (c15), and in order to reduce unconscious bias, instructors teaching theoretical modules will be cooperating, and a secondary instructor will provide feedback for each module. Same will apply to the practical modules. This system will be stabilized when the number of permanent staff increases (by +3, hopefully, by the end of the Spring Semester of 2024). It has also been decided, that in the departmental meetings close to the end of the semester, teaching staff discusses the grading intentions, according to the ILOs, before submitting them. Also, regarding the systematized process, from now on, the Department has decided that Studios and Practice-based classes follow the WFF (which evolves from RAF), while theoretical modules follow the TAF (and WFF, if applicable), which align to the Programme ILOs.

The above scheme with contextualised ILOs and evaluation will also work as a test-case for the CUT, which is currently updating its regulations.

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
1. The EEC recommends that all programme staff are upskilled in ESG 2015 compliant assessment skills and processes	Programme staff has received information regarding the ESG 2015 skills & processes, to maximize the quality of the student experience.	Choose an item.
2. The EEC recommends that all programme staff learn and use Moodle.	Permanent teaching staff has been written and orally instructed to use Moodle from now on. It is now a policy that special scientists, are going to be instructed so, at the beginning of every semester. From now on, they are also asked to attend the respective tutorials that take place periodically, and also watch the instructional video which is prepared by the IT services. Apart from this video, there will be a demonstration by the 'moodle champion' at the beginning of every semester. The use of Moodle is from September and on, part of the staff's contract.	Choose an item.
3. The EEC recommends that programme staff have PDP / non-research related staff training as a formal part of their contract.	It is already part of the contract of the permanent staff, that a period of 6-months time for every three years, and a 12-months time for every six years in the university can be granted as a sabbatical leave, where the individual will pursue PDP and/or non-research activity, along with his/her research and/or artistic activity. Also, part of the contract is the staff's right to take a 12-month unpaid leave, during which it can progress with the PDP. The Department has submitted a proposal for including a PDP/non-research related staff training to the HR, which composes the contracts. (ANNEX VI)	Choose an item.

Centrally, the "Learning Development Network" of Cyprus University of Technology, organizes dozens of informative and educational sessions per year, for which academic staff is (through email) encouraged to take part. Departmental staff will be encouraged also by the Dept. to participate in such meetings. Also, an Art & Educational annual workshop is already under development, in collaboration with the Network. The above will be far from being discretionary for attendance by the Programme Staff.

4. Student admission, progression, recognition and certification
(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
N/A	Click or tap here to enter text.	Choose an item.

CUT confirms that it provides an EDS (European Diploma Supplement) on graduation.

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
1. The EEC recommends that the new building incorporate technical fabrication facilities ('Maker Space')	The Department will take actions to use a space as suggested. It is already looking for a temporary solution to acquire a "Maker Space" until the new building is ready. In November 2024, when the new buildings will be ready, one room will be assigned as a 'Maker Space'.	Choose an item.

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
N/A	Click or tap here to enter text.	Choose an item.

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
N/A	Click or tap here to enter text.	Choose an item.

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
N/A	Click or tap here to enter text.	Choose an item.

The visit by the EEC has been an opportunity for the Department to look deep into its processes and articulate both advantages and disadvantages that seem to accompany the Programme. The Department is happy for the EEC's comments, and acknowledges that the points which were shown truly depict some areas where actions should have been taken.

As a result, the actions taken by the institution are, conclusively, the following.

- ILO's have been rewritten, so they are tuned not only to the ESG 2015, but also to the ways classes and assignments take place.
- Written standardized summative feedback will be provided to students for every module
- The use of Moodle Platform is, from now on, the main learning (and communication) platform between the instructors and the students. Special scientists will have to use the platform every semester, too, for the sake of the unified student experience.
- Programme staff will be officially being encouraged, at the beginning of every semester, to align with PDP.
- A Maker's Space, either a common one with the School, or a departmental, is going to be planned to be acquired/formed at the new building premises.
- There have already been efforts to change the entry system of prospective students to the Department with not very encouraging response from the previous Ministry. However, and after the new Minister's positive response in the previous week, the BA has formed a team, consisting of Professor Klitsa Antoniou, Asst. Professor Yiannis Christidis, Asst. Professor Vicky Pericleous and Andreas Savva, Special Teaching Staff.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Evripides Zantides	School Dean	
Yiannis Christidis	Department Head	
Klitsa Antoniou	Professor	
Antonis Danos	Associate Professor	
Efi Kyprianidou	Assistant Professor	

Date: 08.06.2023