ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

Doc. 300.1.4

Date: 08/01/2024

Follow-up Report
(for a CYQAA accredited Institution/Department/ Programme of study)

- **Higher Education Institution: UCLan Cyprus**

- **Town: Larnaca**

- **Type of Evaluation: <u>Programmatic</u>**

- **Accredited on CYQAA Council's Summit Number: 93**
- **Date of Accreditation: 15/05/2023**

<u>**If applicable**</u>:

- **School/Faculty: N/A**

- **Department: Department of Business and Management**

- **Programme of Study Name (Duration, ECTS, Cycle)**
  Programme <u>Bachelor</u>
  In Greek:
  Πτυχίο στη Διαφήμιση και Επικοινωνίες Μάρκετινγκ (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

  In English:
   BA (Hons) Advertising and Marketing Communications (4 academic years, 240 ECTS, Bachelor)
- **Programme's type: <u>Conventional</u>**

- **Language (s) of instruction: <u>English</u>**

A.   Internal Quality Assurance Committee

Name	Position	Rank
Dr Olga Kvasova	Course Leader of BA (Hons) Advertising and Marketing Communications	Assistant Professor
Prof Loukas Glyptis	Head of Department of Business and Management & Chair of the Department of Business and Management Academic Standards and Quality Assurance Committee (BM ASQAC)	Professor
Dr Christiana Anaxagorou	Member of the Department of Business and Management Academic Standards and Quality Assurance Committee (BM ASQAC)	Lecturer
Dr Panayiotis Kontakos	Deputy Head of Department of Business and Management and Member of the Department of Business and Management Academic Standards and Quality Assurance Committee (BM ASQAC)	Assistant Professor
Dr Anthi Avloniti	Deputy Head of Department of Business and Management and Member of the Department of Business and Management Academic Standards and Quality Assurance Committee (BM ASQAC)	Assistant Professor
Dr Cosmina Theodoulou	Chair of UCLan Cyprus Academic Standards and Quality Assurance Committee ASQAC	Assistant Professor

B.   Guidelines on content and structure of the Follow-up Report

- *CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited institution / department / programme of study. The present Follow-up Report should recount, synoptically, institutional action taken toward the implementation of the remarks indicated in the CYQAA Final Report.*

- *The Follow-up report should provide evidence ~~(via website links)~~ and appendices at the end of the report on how the remarks of the Council of CYQAA have been adhered to.*

- *The remarks indicated in the CYQAA Final Report should be copied from the corresponding report and be followed by the institution's response.*

- *The institution may add any other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.*

1. Remarks on the CYQAA Final Report

The Council of the Cyprus Agency of Quality Assurance and Accreditation of Higher Education, during its 93h Summit on 15/05/2023, according to the Article (20)(2)(f)(i) of the "Quality Assurance and Accreditation in 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], and on the basis of the suggestions of the External Evaluation Committee, and the comments of the institution on the External Evaluation Committee report decided that the programme is accredited to be delivered in English.

It is pointed out that the institution should provide evidence for the implementation of the recommendations below, within six months, no later than the start of the Spring Semester 2023-2024.

R1. Map the learning outcomes and align them with teaching and assessment practices using rubrics1. Each specific learning objective within each course should be clearly listed in the rubric.

R2. Strengthen the procedures for the continuous training and professional development of the academic staff.

R3. Adopt a more formal and systematic approach towards external stakeholders involvement in the curriculum design.

2. Institution's Response

Response to R1. "Map the learning outcomes and align them with teaching and assessment practices using rubrics1. Each specific learning objective within each course should be clearly listed in the rubric."

All modules/ courses offered as part of the BA (Hons) Advertising and Marketing Communications programmes have been mapped against the learning outcomes of the programmes to ensure that all skills reflected on the learning outcomes are duly covered. The curriculum mapping skills are available on Appendix A. Furthermore, the assessment of all learning outcomes of each module/ course has been ensured as per the additional table available in Appendix A.

Response to R2. "Strengthen the procedures for the continuous training and professional development of the academic staff."

The University and the Department of Business and Management consider academic development, and more importantly, the provision of mentoring for the advancement of research and the cultivation of pedagogical skills, an essential element for the successful delivery of a programme and the provision of an effective student experience.

Specifically, the University operates a university-wide academic mentoring scheme, namely: the Research, Innovation and Enterprise Mentoring (RIEM) scheme. Through the RIEM scheme, early career academics are partnered with more experienced academic staff (their mentors) who will support and guide them through their early career years.

In addition to the University RIEM scheme, UCLan Cyprus academics enjoy further mentoring from colleagues at UCLan UK. We currently have 3 peer groups (early career, mid-career and professor groups), in which academics from both campuses are members. Academics who are members of these groups, enjoy two main benefits, i.e., i) the exchange of information, ideas and practices with other academics who are at the same career level as with them, and ii) the group mentoring from more established academics.

Besides, and as far as support on teaching and learning is concerned, the University operates the Teaching and Learning Enhancement Committee (TLEC) that is responsible to provide training and support for all members of academic staff on a variety of teaching and pedagogical methodologies, including teaching in a blended learning environment. Throughout the academic year, beyond the e-learning/blended-learning seminars and trainings, TLEC provides forums for the exchange and sharing of information between academics who deliver on conventional or e-learning programmes. This takes place through interactive workshops as well as a monthly bulletin/newsletter where academics can write about their own classroom experience. TLEC also works closely with UCLan UK's Centre for Collaborative Learning (CCL), and specifically, the Technology Enabled Learning and Teaching (TELT) unit of CCL. Through TELT, academics have access to several professional development resources including in the following categories:

• Inclusive Learning (producing inclusive and accessible content)
• Teaching Technologies
• Creating and re-using e-learning content
• E-learning packages and interactive apps
• Graphics and animations
• Video production
• Classroom Technologies
• Case Studies

In addition to the resources available, through e3Hub (part of TELT), academics have access to seminars and trainings focusing on areas such as, but not limited to:

• Feedback and assessment
• Content creation and curation
• Collaborative practice
• Digital learning environments
• Student engagement
• Learning design and development

Some of these trainings are compulsory for academics at the Department of Business and Management.

Finally, through CCL, there is an active blog that is shared between both campuses (UCLan Cyprus and UCLan UK) and in which academics can share their experiences as well as best practices in various teaching environments. https://msuclanac.sharepoint.com/sites/TechnologyEnabledLearningTeaching

It is also worth mentioning that it is as part of all University academic staff's contract of employment terms to complete the UK Higher Education Academy training and become Fellows (FHEA). Further, our academics are encouraged to become Senior Fellows of HEA (SFHEA).

The Department of Business and Management also embraces the belief that co-delivery of certain modules can enhance not only the academics' teaching skills, but also provide for an

improved learning experience to the students. This practice promotes reflection and peer learning. Furthermore, peer observations are part of the Department's culture as well. Peer observations are carried out as a teaching and learning mentoring mechanism, which provides score for reflection and improvement that is aided by the provision of peer-feedback (academic staff members have an opportunity to observe colleagues and to be observed).

The Department also benefits from the Erasmus+ University grant to support Faculty members to participate in teaching and training mobility. The University adherence to Erasmus+ Charter also allows mobility of staff from our partners to UCLan Cyprus enriching the teaching experience of our academic staff members.

Moreover, the Department has an academic staff development budget, which can be used for conferences, training and academic visits that help to enrich presentation skills, teaching competency, networking, and open opportunities for research development.

Response to R3. "Adopt a more formal and systematic approach towards external stakeholders involvement in the curriculum design."

We thank the EEC for pointing to the importance of a formal participation of external stakeholders (e.g., industry experts) to curriculum design. It is important to clarify at this point that the academic team leading the programme considers it vital too to develop and sustain a strong network of collaborators and enduring partnerships for both curriculum design and student employability purposes.

Since the development of the Bachelor's programme, the team has established a large network of national and international partners and collaborators, especially industry partners, which have been informally engaging with the programme in terms of providing advice on curriculum content and suggesting skills and competencies that are critical for success in the industry, including enhancing students' employability. These informal contributions have been valuable in shaping or changing the content of modules, assessment topics, module and course learning outcomes, etc. In addition, our industry partners have been engaging in other educational activities, such as guest lectures, field trips, workshops, real case studies, real life student projects, student internships, student competitions, student awards and many more.

We welcome the Committee's constructive recommendation to adopt a more formal and systematic approach towards external stakeholders' involvement in curriculum design and we acknowledge the substantial benefit and value this can offer to the programme. To this end, the programme team along with the Head of the Department will proceed to create an Advisory Board. The role of the Advisory Board will be to provide formal feedback and recommendations to the programme team in relation to its existing curriculum, suggest further enhancements, share news on industry developments and point towards any changes required in terms of developing targeted transferrable skills. It is expected that the Advisory Board will be in place and active within the current academic year.

C. Other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.

The Department is committed to enhancing its collaboration with industry experts and various stakeholders engaged in curriculum design and development through the facilitation of internship placements.

Furthermore, both the Department and the Course Leader will encourage and support the participation of the academic staff in Erasmus mobilities which will positively impact and contribute to their professional development. This initiative will not only elevate the skill set of the academic staff but also enhance Erasmus collaborations with various institutions and organisations abroad.

D.   Signatures of the Internal Quality Assurance Committee

Name	Signature
Dr Olga Kvasova	
Prof Loukas Glyptis	
Dr Christiana Anaxagorou	
Dr Panayiotis Kontakos	
Dr Anthi Avloniti	
Dr Cosmina Theodoulou	

Date: 08/01/2024