Doc. 300.1.4

Date: 01.06.2023

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

- **Higher Education Institution: UCLan Cyprus**

- **Town: Larnaka**

- **Type of Evaluation: Programmatic**

- **Accredited on CYQAA Council's Summit Number: 87**

- **Date of Accreditation: 06/12/2022**

If applicable:

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

- **Department: School of Sciences**

- **Programme of Study Name**

Programme Master

In Greek:
Ανάλυση Δεδομένων (1 ακαδημαϊκό έτος, 90 ECTS, Μάστερ(MSc), Εξ Αποστάσεως)

In English:
Data Analytics (1 academic year, 90 ECTS, Master(MSc), E-Learning)

- **Programme's type: Distance Learning**

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

ΚΥΠΡΙΑΚΗ ΔΗ
REPUBLIC OF CYPRUS

A.   Internal Quality Assurance Committee

Name	Position	Rank
Dr. Panayiotis Andreou	Course Leader of MSc Data Analytics	Associate Professor
Dr. Nearchos Paspallis	Head of School of Sciences & Chair of the School of Sciences Academic Standards and Quality Assurance Committee (ASQAC)	Associate Professor
Dr. Josephina Antoniou	School of Sciences Quality Lead	Associate Professor
Dr. Demetres Christofides	Quality Expert at ASQAC	Assistant Professor
Dr. Cosmina Theodoulou	Chair of UCLan Cyprus 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

R1. A thorough review of the program to ensure consistency of approach across the program in promoting student centred learning. A mapping of interactive activities against the LOs (Learning Consistent, Interactive, and Meaningful Task-Action) would help to achieve this consistency.

R2. The campus-based MSc programme cannot operate as an e-learning programme.

R3. Rigorous internal reporting in terms of the pipeline year on year of students graduating and alumni for future data analysis (ESG 1.7).

R4. Review of the entry requirements and connection of teaching and learning with real-life challenges and experiences for Data Analytics in Business.

R5. Plan of professional development support in addition to the Erasmus+ opportunities and the webinars/seminars given by representatives of partner institutions.

R6. Recruitment planning that will lead to program growth.

2. Institution's Response

Response to R1. **"A thorough review of the program to ensure consistency of approach across the program in promoting student centred learning. A mapping of interactive activities against the LOs (Learning Consistent, Interactive, and Meaningful Task-Action) would help to achieve this consistency."**

The program ensures consistency of approach across the programme to promote student-centred learning in the following ways:

- **Consistent Delivery Structure**: Each session features topics that are presented with the same structure (theoretical concepts, demonstration, and practical component, e.g. lab, workshop, case study, role play) providing a framework that allows students to better understand the material and navigate the learning process. Furthermore, this consistency enables students to know what to anticipate and expect from each session thus creating a sense of stability, reduced stress and lower anxiety. From the delivery perspective, this structure ensures that all necessary topics are covered fully (theory and practice) within the allocated timeframe. Lastly, a consistent structure promotes equity and inclusivity since it provides the same opportunities for leaning and participation thus reducing the likelihood of certain students being left behind.

- **Consistent Teaching Approach**: Module materials are shared with the students from the beginning of the term, accompanied with a detailed week-by-week schedule. This organised and predictable setting has shown to promote effective time management for students as they are aware on how to participate, what is expected of them and how to engage with the learning materials.

Furthermore, the programme incorporates the following interactive activities to promote student-centred learning:

- **Labs**: All modules consist of lab sessions to enable students to improve their practical skills by actively engaging in hands-on activities, experimentation and problem solving. Very often, the lab structure is influenced by real case studies and incorporates professional course material (e.g. SAS) enabling students to apply knowledge (or construct new knowledge) through guided activities. Some labs are geared towards promoting collaboration, where students with different backgrounds, expertise and experience, can work in groups, share ideas and learn from their peers.

- **Case Studies**: Real-world case studies, featuring real datasets and problems, are integrated in all the modules of the programme. These are essential to promote student-centred learning by placing students in the role of active investigators and creative and critical problem solvers. Students are able to draw connections between theory and practice to address real-world problems, backed up by appropriate research and data analysis.

- **Demonstrations**: During guided demonstrations, students observe a step-by-step process of how their developed skills can be applied to solve real-world problems.

These are guided by the module tutor or invited speakers (e.g. a practitioner from the industry). This approach allows students to visually and experientially grasp complex concepts and methodologies and be informed of different approaches to solve real-world problems. Consequently, demonstrations allow students to gain new perspectives to tackle real-world problems, and to enhance their learning by triggering questions and engaging in lively discussions, thus promoting active participation. Demonstrations are also available in the sessions' material, so that the student can revisit and perform the steps individually in case it is required.

o **Presentations**: Students prepare and deliver presentations to demonstrate their ability to communicate information concisely and clearly. This is in line with the "flipped classroom" approach and is used to empower students to take an active role in sharing their knowledge and ideas with their peers, tutors and external speakers. Presentation coursework requires students to conduct research, visually present their methodology and activities, and interpret their findings using effective communication and advanced interpretation techniques (e.g. surrogate modelling). Additionally, students engage in role play (e.g. data scientist delivering an executive report, data engineer presenting a model) to master delivery and interpretation of complex information. Through this process, the students further develop their technical skills but also their soft skills, such as public speaking and information/knowledge synthesis and presentation. Finally, presentations also offer opportunities for student and tutor interactions, such as questions and feedback, promoting understanding of different perspectives and ideas.

o **Group work:** The modules promote student-centred learning by fostering collaborative activities where students have the opportunity to engage in meaningful discussions, exchange of ideas and collectively understand and solve problems. Besides critical thinking and technical skills, the students also develop soft skills, such as communication, teamwork, conflict resolution, and negotiation, which are essential for successful professional careers.

o **Brainstorming:** Tutors, often encourage brainstorming activities during teaching, to trigger students to think creatively and critically and express their ideas. Brainstorming encourages active participation, and individual or collaborative problem-solving. The process empowers diversity by enabling students to actively contribute their and their peers' unique insights.

o **Workshops**: Some modules feature workshops (e.g. Python Workshop) that aim to provide a hands-on, interactive experience for students to prepare them for future continuous professional development (CPD)-like activities. In the workshop setting, students are exposed to practical activities that address real-world tasks, allowing them to explore topics in-depth and further develop their practical skills. During the workshop, students receive personalised feedback and can self-reflect on their progress and make improvements.

o **Personalised Feedback**: All modules provide to the students personalised feedback, using manual and automatic generation of both positive comments and comments for

improvement. This is a core feature of student-centred learning, and it is built-in in all the modules.

- o **Continuous Monitoring**: All modules feature weekly or bi-weekly self-assessment exercises to monitor student performance, identify risks and offer personalised guidance while respecting the unique characteristics of each student.

- o **Projects**: Individual projects as well as the thesis, simulate how the student can complete a major piece of individual study to address a complex problem. All projects allow students to conduct research in student-selected areas, develop expertise in a specific area, apply a wide range of techniques and present their findings in a scholarly manner. The projects are supervised in a way to foster interaction between the learner and the supervisory team. The whole process promotes deep engagement in diverse areas: literature review, data collection, analysis and interpretation. In addition, projects cultivate essential skills such as project management, requirements analysis and specification, methodology evaluation and application, and effective and efficient interpretation.

The table below provides a mapping of the above student-centred learning activities against the LOs (see Appendix A for a description of each learning outcome):

A. Knowledge and Understanding	A1	A2	A3	A4	A5	A6
Labs	X	X	X	X	X	
Case Studies	X	X	X	X	X	
Demonstrations	X	X	X	X	X	
Presentations		X	X		X	X
Group work	X	X	X	X	X	
Brain storming	X	X	X	X	X	
Workshops	X	X	X	X	X	
Personalized Feedback	X	X	X	X	X	X
Continuous Monitoring	X	X	X	X	X	X
Projects	X	X	X	X	X	X
B. Subject-specific skills	B1	B2	B3	B4	B5	
Labs	X	X	X	X	X	
Case Studies	X	X	X	X	X	
Demonstrations	X	X	X	X	X	
Presentations	X		X	X	X	
Group work	X	X	X	X	X	
Brain storming	X	X	X		X	
Workshops	X	X	X	X	X	
Personalized Feedback	X	X	X	X	X	
Continuous Monitoring	X	X	X	X	X	
Projects	X	X	X	X	X	
C. Thinking Skills	C1	C2	C3	C4	C5	

Labs	X	X	X	X	X	
Case Studies		X	X	X	X	
Demonstrations	X	X	X	X	X	
Presentations	X			X	X	
Group work		X	X	X	X	
Brain storming			X	X	X	
Workshops		X	X	X	X	
Personalized Feedback	X	X	X	X	X	
Continuous Monitoring	X	X	X	X	X	
Projects	X	X	X	X	X	
D. Other skills relevant to employability and personal development	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Labs	X	X		X		
Case Studies	X	X		X		
Demonstrations	X			X		
Presentations	X		X	X		X
Group work	X	X	X	X	X	
Brain storming	X	X		X		
Workshops	X	X		X		
Personalized Feedback	X	X	X	X	X	X
Continuous Monitoring	X	X	X	X	X	X
Projects	X		X	X	X	X

Response to R2. "The campus-based MSc programme cannot operate as an e-learning programme."

The campus-based MSc Data Analytics programme does not operate as an e-learning programme. It requires physical attendance which is compulsory (typically 3 contact hours per academic week per running module). This is also reflected in the Course Handbook provided to the students registered on the programme offered through conventional delivery (Section 2.5.3); see below for quick reference:

"2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your Module or Course Leader as appropriate. Medical and army certificates should be taken to the Schools Administration Office, so that your absence may be justified. Unauthorised absence is not acceptable and can affect your progression.

Please note that, your attendance and class participation physically at the University campus is compulsory and will be monitored daily in order to safeguard the quality of your learning journey and fulfil requirements from the Cyprus Agency for Quality Assurance and Accreditation in Higher Education."

Response to R3. **"Rigorous internal reporting in terms of the pipeline year on year of students graduating and alumni for future data analysis (ESG 1.7)."**

The University currently collects and analyses student data across multiple dimensions, such as Students, Programmes, Schools and University. Each dimension is described by a comprehensive set of attributes, such as age, gender, ethnicity. Appropriate analytical tools enable the extraction of such data for statistical purposes, adhering to the national and international regulations, such as GDPR, using appropriate data anonymisation pipelines.

It should be noted that such data is an integral part of the annual programme monitoring process. The following minimum statistical data is currently considered and presented on the annual course leader report (i.e. programme evaluation report) for each programme of study:
- o Application data, which includes:
  - Applications by age
  - Applications by gender
  - Applications by residency
  - Applications by ethnicity
  - Applications by declared disability
- o Enrolment data, which includes:
  - New enrolments
  - Enrolments by age
  - Enrolments by gender
  - Enrolments by residency
  - Enrolments by ethnicity
  - Enrolments by declared disability
- o Progression data, which includes:
  - Completion of studies
  - Withdrawal of studies
  - Interruption of studies
- o Completion of study data, which includes:
  - Completion by age
  - Completion by gender
  - Completion by residency
  - Completion by ethnicity
  - Completion by declared disability

It is also worth mentioning that upon its completion, the Course Leader report is made available to all the students of the programme.

Furthermore, the course leader reports are considered by each Head of the Department/School, who prepares a Department/School Report, reflecting on student progression, student demography, programme teams, learning resources and any other student engagement activities. The Department/School reports are informing the University annual report that is completed by the Rector and it is considered by the Students, Teaching and Quality Committee at UCLan UK. An Action Plan is devised upon reflection on the following points:

- Consideration of the progress on achieving the actions or outcomes from the previous year
- The statistics for the campus
- The student, course team and External Examiner feedback
- The learning resources
- The liaison with the UCLan host School and UCLan services
- Confirm any issues that should be referred to the University

Moreover, collection of formal alumni information and communication is primarily handled centrally by the University's Student Support Office and the University's Alumni officer. Given the young age of the University and the small number of students/graduates, until recently, alumni specific information was not available or representative to be formally shared with students, although anecdotal information is always shared with students as well as general information about future employability and potential career pathways.

In its efforts to strengthen the collection of information and further support its alumni, the University has recently established an Alumni Association, basic details of which are specified on its website at https://www.uclancyprus.ac.cy/connect/alumni-association/. The University has also established the UCLan Cyprus Alumni Steering Committee after elections in July 2020. The steering committee is now in office and comprises of a dynamic group of graduates who together with the UCLan Cyprus academics, support the University in its efforts to establish a strong alumni network, whilst administering the Alumni Association of the University. The members of the committee aspire to provide a constructive platform for networking with fellow graduates and aim to support current students by sharing knowledge and expertise on how to advance their career path post-graduation. Moreover, aiming to establish a strong and mutually beneficial relationship with its graduates, the University has an open communication channel and a procedure in place for the graduates to subscribe to the Alumni Association leading to an already available database of alumni that we intend to grow as the University is further developing. All latest news and announcements as well as the e-form for subscription to the Alumni Association can be found on the University's website (https://www.uclancyprus.ac.cy/connect/alumni-association/). Moreover, the UCLan Cyprus Alumni has its own Facebook group, where announcements, promotional material and other related info are published.

Beyond the centrally coordinated University efforts, every effort will be made at the programme level to keep in contact with the programme's alumni and collect relevant information through different means (e.g. LinkedIn).

Additionally, the Student Experience and Enhancement Committee of the University in collaboration with the Student Support Office and under the coordination of the Alumni Officer, has recently developed an Alumni Survey that allows the collection of information on the graduates' progression to the employment market or academia.

Moreover, programme graduates who consist of successful cases in terms of employability will be invited to provide guest seminars/lectures and share their experiences.

All relevant alumni data will also be kept separately and annually at the programme level.

It is worth mentioning that, the University is currently developing its Data Strategic Framework (DSF), which will enhance the effectiveness by investing in digital transformation, automations and data analytics, to maximise the impact of all data assets of the University. One of the key priorities of DSF, is to streamline reporting functionality for regulatory agencies, such as CyQAA and UKQAA, and to seamlessly provide insights about key factors, and make critical assessments and discover areas of improvement (e.g. gender diversity).

Response to R4. **"Review of the entry requirements and connection of teaching and learning with real-life challenges and experiences for Data Analytics in Business."**

The minimum programme requirements (admission criteria) include at least a Bachelor's degree (Lower Second Class of 2.2) or equivalent. Applicants must demonstrate an adequate level of English Language proficiency at least IELTS 6.5 or equivalent. Interviews with the course leader may be required as part of the admissions process.

Regarding the connection of teaching and learning with real-life challenges and experiences for Data Analytics, this is implemented using real datasets, case studies and exercises provided by partner organisations from multiple diverse domains including retail, healthcare, banking, pharmaceutical, compliance and regulatory tech, and many others. The programme also utilises guest talks from industry specialists who bring their valuable experience to the discussion. Moreover, students can collaborate with one of the programme's industry partners for their thesis project.

The students are also offered the opportunity to receive the SAS Joint Certificate in Business Intelligence and Data Mining in addition to their MSc award. The SAS Joint Certificate equips students with additional knowledge and skills to apply analytics to real business problems using real business data and provides students with a competitive advantage in the marketplace, through a professional certification which is in high demand by the market. The combination of the MSc Data Analytics programme and the SAS Joint certificate curriculum prepares graduates to work in a data-rich business environment and have a rewarding career in the digital age.

Furthermore, the programme has recently been granted tier-2 Academic Specialisation with SAS. This provides a plethora of benefits for the students that are summarized below:
- One SAS speaker or workshop on campus per year.
- Eight fee waivers for in-person or live web commercial courses per year per programme for educators.
- Discount on Cortex analytics simulation game.
- US$35 SAS certification exams for students and educators who are taking an exam hosted and proctored on our campus.
- Priority access to customers for talent connections.

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Response to R5. **"Plan of professional development support in addition to the Erasmus+ opportunities and the webinars/seminars given by representatives of partner institutions."**

The University considers academic development, and more importantly, the cultivation of pedagogical skills, an essential element for the successful delivery of a programme and the provision of an effective student experience. All academic staff have compulsory pedagogical training through the UK HEA and they all must achieve Fellow of HEA level.

Beyond that, the University has the Teaching and Learning Enhancement Committee (TLEC) which organises and delivers trainings and support for all members of the academic staff. Examples from the past academic year include "Student centred learning", "Equality, Diversity and Inclusion in Teaching and Learning", "Best practices in student engagement". Throughout the academic year, beyond the seminars and trainings, TLEC facilitates for the exchange and sharing of information between academics who deliver on distance 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 works closely with the UCLan UK's Centre of 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)
- Equality, Diversity and Inclusion
- 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 delivering modules on distance learning programmes. 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 practises in e-learning.
https://msuclanac.sharepoint.com/sites/TechnologyEnabledLearningTeaching

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Of course, beyond all the above, academics receive support (financial or otherwise) by the University to attend external seminars, trainings, and conferences, according to their individual needs. Staff needs in terms of equipment (both hardware and software) are also handled through the annual budgeting process.

The University also operates a university-wide academic mentoring scheme, the Research and Innovation & 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 in UCLan UK. We currently have three 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, which is the exchange of information, ideas and practises with other academics who are at the same career level as them, and the group mentoring from more established academics.

Furthermore, we recently established joint research centres with UCLan UK. The primary aim of the centres is to bring together young, early career researchers and well-established researchers in a specific area (each centre has a specific research focus), from both Universities, for the purpose of implementing innovative, state-of-the-art collaborative research projects. Although the development of the centres is very recent (December of 2020), it has already proven beneficial for UCLan Cyprus academics, as they submitted joint proposals for research funding, and they are currently co-supervising PhD students with UCLan academics. An additional benefit of the centres is the research mentoring of UCLan Cyprus academics by very well-established researchers of the centre. The University has developed a formal mentoring process between the two campuses, where academics from both campuses have regular meetings as groups and as individuals.

Finally, to support their research development, the faculty members have access to a Sabbatical scheme. Importantly, university operates with a workload model, which sets a target for each academic to split their time between research, teaching, and admin, at a ratio of 40-40-20, which ensures some time for research for each faculty member. Finally, each faculty member is individually appraised, and their personal development needs are discussed and facilitated by their line manager on a continuous basis.

The University remains committed to support the professional development of its academics and to continue enhancing its academic training provision including training for e-learning.

Response to R6. **"Recruitment planning that will lead to program growth."**

Naturally, the growth of this (and every) programme is a significant endeavour for the University. The departments of Marketing, and Admissions and Recruitment are operating a holistic marketing and recruitment plan with key actions to maximize the attraction and enrolment of prospective students. The following provide a summary of the key actions that are included in the plan:
- **Market Research**: is performed first internally by the team to understand the target audience, their preferences, and the competitive landscape. When the need arises,

external organizations are hired to perform more detailed market research, especially when the target market is international. Some of the key target audiences identified for MSc Data Analytics are provided below:

▪ Target Audience A - Professionals**:** working graduates with a need for a specialised knowledge in Data analytics to boost their career advancement and/or differentiate from other professionals. May specifically require SAS expertise because of organizational requirements. Age group: 25-40.

▪ Target Audience B – Science Highflyers**:** Current 4th year students or recent graduates, top performing (top 10%) in science programmes, such as BSc Mathematics, Computing/Computer Science, Engineering, other related subjects. Age group: 21-25.

▪ Target Audience C - Career Changers**:** Current students or recent graduates with a broader subject-range background, such as Business, Economics, marketing, sports, web design, psychology, seeking a career transition or application of analytical techniques in their expertise. Age group: 21-25.

Furthermore, based on data analytics related to volume enquiries with specific keywords provided through our google ads account the following countries have been identified to promote the programme: Cyprus, Greece, Germany, Poland, Romania, Ukraine, Israel, Lebanon, Egypt, Jordan, Nigeria, Kenya, South Africa, India, Indonesia.

o **Branding and Positioning**: The marketing team, in collaboration with the UCLan UK team, have established a strong and distinctive brand identity for UCLan Cyprus and MSc Data Analytics, highlighting its unique value propositions and its unique selling points. The key unique selling points are summarized below:

▪ Only programme in Cyprus offering the SAS Joint Certificate

▪ High Employability of graduates

▪ Designed to provide students with knowledge on the complete spectrum of information management and knowledge discovery, ranging from data cleaning and integration to mining, analytics and visualization preparing them for careers in virtually any business domain.

▪ Industry employment trends demonstrate that the growth rate in analytics-related job hires is increasing at a steady rate.

▪ The team is working closely with industry partners to constantly update the curriculum to meet the industry needs.

▪ Utilisation of real datasets provided by businesses and organizations from multiple domains including retail audit and healthcare.

▪ The practical material for some modules is aligned with professional certifications (e.g. SAS Advanced Analytics, Querying Microsoft SQL Server).

o **Digital Marketing**: A comprehensive digital marketing strategy has been developed leveraging digital channels to increase brand visibility, engage with prospective students, and drive traffic to the university's website. The following provide a summary of the key digital marketing channels:

- **Website Optimization**: Regular checks that the university's website is user-friendly, informative, and visually appealing. Optimize the website for search engines (SEO) and provide clear and easy-to-access information about programs, admissions, scholarships, campus facilities and student life.

- **Email marketing**: Targeted emails to the database of prospects and promote the programme's features and benefits.

- **Social media**: Social media campaign using popular platforms, such as LinkedIn, Facebook and Twitter. Paid and organic posts to share programme updates, testimonials and other content that will appeal to the programme's target audience.

- **Digital advertising**: Paid advertising on search engines, social media platforms and other relevant websites to reach the target audience with targeted ads.

- **Content marketing**: Create informative blog posts, and videos of the course leader and students/alumni to showcase the programme's benefits and key selling points.

o **Promotional Channels**: The following promotional channels have been currently identified and set in motion.

- **Native advertising**: Use native advertising, through articles/blogs/news, to reach the professional and more specialised profile audience (Target Audience A and B).

- **Events and webinars**: Organisation of events and webinars that highlight the programme's benefits and features to attract both local and international students. The webinars will allow prospective students to learn more about the programme and ask questions directly to both our experienced Admissions Advisors and Course Leader. On-campus events will target local/residents, while webinars and other online events will target internationals.

- **Industry partnerships**: Alongside the Corporate Development Manager of the University, and the programme's Course Leader, identify companies and organisations that will need data analytics to enhance their growth potential, and approach them, aiming at arranging throughout the year meetings/workshops/presentations that will explain the need of developing their current employees' skills and knowledge in data analytics. The offer will be combined with professional scholarships.

- **Open Days**: Open Days provide the opportunity for prospect students to visit the campus physically, take a tour, learn more about the programme, interact with Academics, Admissions Advisors and students and ask any question they may have. Open Days usually take place in several periods of the academic year such as September, December, April and July.

- **Scholarships**: Offering scholarships can be an effective way to generate interest and attract prospective students. Scholarships can be a powerful incentive for students who are considering enrolling in the MSc Data Analytics DL and conventional delivery. Scholarships will be promoted through the University's

marketing channels, such as social media, email campaigns and paid promotion.

- Ambassadors: Current students and alumni will be identified and promoted to become brand ambassadors by sharing their positive experiences about the programme. The team will utilise testimonials, videos and social media presence to "tell" compelling stories about the programme and its benefits to attract new prospects.

o **Promotional Periods**: The following promotional periods will be launched to better approach the target audiences through the promotional channels.

- September Intake: From November to May the aim is to plan on campus event(s), a series of webinars, as well as meetings with local companies, to generate interest. Similarly, during this period through digital means, using content & native marketing, will attempt to maintain a regular interest for the subject/programme. In May-June we will progress with more aggressive digital campaigns, using direct call-to-action, to generate new leads directly to our recruitment team for communication. In mid-August to September, we will focus only on the local market and boost digital leads campaigns on both DL and on-campus programmes, promoting the scholarships as well.

- January Intake: 2 months of various activities to build awareness and generate traffic between November/December we will focus on international market and in December/January to Local market. November-December will be mostly on companies' engagement/approach, but also native marketing as the periods with September intake are similar. In December we will focus on aggressive digital campaigns, and in January will further minimise the focus of the campaigns to the local market.

Furthermore, the following targeted marketing methods have been identified:

o Target Audience A

   o Channels and Approach: industry engagement, build relationships and visit them for presenting the programme, invite them to events that are related to the programme, identify their needs and adjust the communication/content proposal. For this audience, we can advertise in digital portals that attract such working professionals.

   o Key promotional tools: SAS certificate, Scholarships for working professionals, keywords related to how this programme will help you apply to your work.

o Target Audience B

   o Channels and Approach: targeted digital marketing, to portals that are subject-related, as well as campaigns with content on the advanced software (SAS, and others), and the programme's applicability to these related careers.

o Target Audience C

- o Channels and Approach: broad digital campaigns for leads generation, promoting the programme's learning outcomes and career prospects.

- o The audience in terms of nationality/location, both the Distance Learning and the on-campus one, will be promoted to both Local and International markets. The Distance Learning will be emphasised only on the international market.

- o **Monitoring and Assessment**: The Plan utilise analytics to monitor the aforementioned campaigns, assess their effectiveness and adjust/optimise tactics. This will assist the marketing and recruitment strategy to evolve, improve performance and increase ROI.

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

N/A

D.   Signatures of the Internal Quality Assurance Committee

Name	*Signature*
Dr. Panayiotis Andreou	
Dr. Nearchos Paspallis	
Dr. Josephina Antoniou	
Dr. Demetres Christofides	
Dr. Cosmina Theodoulou	

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Appendix A – Programme Learning Outcomes

A. Knowledge and Understanding
The successful student will be able to

A1. Understand and appreciate the role that an analyst plays in the organizational and development processes of a company.

A2. Develop a systematic understanding of statistical data analysis and data mining techniques used in data analytics and areas of its application.

A3. Describe and evaluate principles, practices and techniques relevant to data mining and decision support.

A4. Develop a practical understanding of different forms of data (unstructured, semi-structured, structured), information modelling and the development of databases.

A5. Critically evaluate skills, tools and techniques necessary for the effective application of data analytics.

A6. Initiate and complete a major piece of individual study independently for a research or industry related topic.

B. Subject-specific skills
The successful student will be able to

B1. Describe and apply appropriate knowledge of statistical methods, algorithms and quantitative techniques suitable for data analysis and mining in a broad range of application areas.

B2. Specify, design and construct fit for the purposes databases making use of appropriate modelling techniques.

B3. Apply various technologies, techniques tools and methods in the full spectrum of data analytics including databases, data warehouses, distributed data management, data mining and decision support.

B4. Demonstrate the ability to work with software, software packages and software suites in order to automate tasks and perform data analysis.

B5. Conduct an in-depth analysis of a problem using evidence and deliver and present solutions to real-world problems using various visualization techniques.

C. Thinking Skills
The successful student will be able to

C1. Evaluate ideas, methods and systems in a coherent and thorough manner, identifying limitations and opportunities for further development.

C2. Integrate, analyse and evaluate data and scenarios, using a wide range of appropriate techniques and transform those into options and solutions.

C3. Analyse and evaluate appropriateness of complex information, methods and techniques related to data analytics issues.

C4. Locate and integrate information from multiple sources and use conceptual, analytical and quantitative skills for decision making.

C5. Formulate solutions to complex problems and use appropriate methods to communicate such solutions effectively to a professional audience.

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D. Other skills relevant to employability and personal development
The successful student will be able to
D1. Develop a highly analytical approach to problem solving.
D2. Effectively work as part of a group or as a group leader
D3. Communicate effectively in context through presentations and written reports to a diverse audience.
D4. Utilize Information and Communications Technology (ICT)
D5. Develop individual self-management, and independent learning skills and manage resources and time in order to achieve intended goals.
D6. Reflect critically on professional experience, devising and evaluating new approaches.