Doc. 300.1.2

Date: 05/05/2022

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Central Lancashire Cyprus (UCLan Cyprus)

- **Town:** Larnaca

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

  In Greek:

  Πτυχίο στην Παραγωγή Οπτικοακουστικών Μέσων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

  In English:

  BSc (Hons) in Media Production (4 years, 240 ECTS, Bachelor of Science)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: N/A
  In English: N/A

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 300.1.1/2 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.*

- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

UCLAN CYPRUS NOTE

We are grateful to the members of the External Evaluation Committee (EEC) for their time and constructive feedback regarding the evaluation of the BSc (Hons) Media Production programme at the School of Sciences at UCLan Cyprus. We genuinely appreciate their input and believe it will have a positive impact for the further development of our programme.

We also appreciate the EEC's positive words acknowledging the efforts and achievements of the academic team. The feedback encourages us to carry on with and intensify our efforts. At the same time, we strive for excellence at teaching and learning as well as research, so we welcome the recommendations for further improvement.

In this report, we provide our responses on how we will enhance our programme provision based on the EEC's suggestions in the identified areas.

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

EEC REPORT

Findings

The university has established quality assurance processes that are transparent and inclusive. Such processes and policies underpin the on-going review and development of the programme. Teaching and administrative staff were aware of the relevant policies and procedures. Moreover, the teaching staff has extensive working experience in the field of media production which is used in the monitoring and development of the degree in light of the latest developments in the given discipline. Periodical reviewing and processes for quality assurance are in place both by UCLan Cyprus and UCLan UK.

Admissions criteria are clear and appropriate for this level of study. Information related to the programme's entry requirements and expectations are available publicly and are in line with expectations.

The EEC also noted that the university has a considerably high retention rate of its students which best reflects students' satisfaction and how the university programs address the needs of the students. Moreover, having discussed with former and current students of programs in the School of Sciences, it became apparent that students felt that their feedback is seriously taking into account by the Programme staff for the improvement of the programmes of study.

This is a new Program that has been designed having a strong industry focus. It does so successfully by incorporating modules that have strong applied elements and which are taught by highly qualified staff with relevant working experience. The programme in Media Production does have explicit intended learning outcomes both for the program as a whole and individually for each module. The program is also supported by media studios and relevant technological equipment keeping it in line with the latest developments. Furthermore, the University has the necessary infrastructure to check for plagiarism cases (among which the use of Turnitin) and the processes to deal with such instances.

Nonetheless, with regards to section 1.2, while the on-going monitoring and review processes are appropriate and in place, the EEC holds some reservations with respect to the design of Programme. As noted above, the Committee felt that the programme featured appropriate learning objectives at the programme level, but to the taught modules level of the proposed BA, it looks like the practical modules dominate to the extend that creates a gap in the theoretical grounding of the programme. The EEC felt that while the program has been designed having in mind the latest developments in the field, these are basically focused on the practical aspects, and not considering as much as it should have been the theoretical aspects necessary for the development of analytical and critical skills of the students.

Further to the lack of sufficient theoretical modules, the EEC committee would also like to draw the attention on an area of concern related to the methodology course offering and a final research project (dissertation type). As things stand, the methods module (Research Project) is optional. This is highly unusual compared to other relevant programmes in European and American universities. A taught module on methods is important to help students familiarize themselves with different methodologies and the ethics of research.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Robust processes can ensure that the academic team is focused on the operationalization and delivery of the teaching and on support the students' academic development.

ECTs are clearly defined signalling the corresponding student workload in all programmes. The practice around the definition of ECTs is along the expected lines.

There is evidence of strong industry links and community outreach (for e.g., work for Red Cross). Teaching staff with extensive working experience from which students can strongly benefit.

The programme offers modules that build strongly on transferable skills and as such enhance students' employability.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

We strongly urge the Program Team to rectify the deficiency in required theoretical offerings and provide a better mixture of theoretical and practical modules to the students. The practical elements of this programmes will strongly benefit from theoretical and critical components. As the current programme of study stands, there is opportunity to create space for theory-focused modules on communication and critical media studies that will be specific to this program. For instance, modules of a more generic nature (shared among programmes), such as Contextual Studies can be replaced by program specific modules with a clear theoretical focus on the discipline.

Faculty members may also consider changing the status of the "Research Project" module from an elective to compulsory.

UCLAN CYPRUS RESPONSE
We would like to thank the EEC for their constructive feedback on the design of our programme.

Following the productive discussions we had during the evaluation visit with the members of the EEC on the design of the programme and more specifically, on enhancing the theoretical and critical components of the programme, and given the feedback provided by the EEC members on their report, supplementary to the theoretical components that were already part of all the existing modules (with an average of approximately 50% of theoretical/critical components in each module), the programme team proceeded with the introduction of two new, compulsory modules (MF1601, MF2601). These new modules aim to strengthen the theoretical aspects of the programme, with emphasis on communication and critical media studies, as recommended by the EEC.

- **MF1601 - Film, Television & Media Culture (10 ECTS)**: This a Year 2 compulsory module that replaces the existing **TE1000 (Contextual Studies),** as suggested by the EEC. Throughout the module students will have the opportunity to critically examine a range of media forms. In addition, students will be introduced to a variety of research methods including semiotics, discourse and content analysis and audience studies. The module also examines different modes of representation, for which students will be asked to examine and critique their meaning. Moreover, students will have the opportunity to explore the ways in which media outputs construct and embody meaning, and how in mass media, the construction of class, gender, sexuality, ethnicity, disability and national identity codify meaning. Additionally, the module analyzes specific genres within historical, institutional and cultural contexts, and introduces students to the concept of genre hybridisation. The module descriptor for MF1601 is available in APPENDIX 1.

- **MF2601 – Thinking through Film, Media and TV (10 ECTS)**: This is a Year 3 compulsory module that aims to introduce students to a particular way of understanding media that treat film, TV and Media as a mode of thought in its own right. Through the viewing and discussion of a range of key productions, students will be encouraged to develop a critical awareness of the ways in which writers, directors and creatives can explore deep-seated issues and philosophical questions; for example, the difference between appearance and reality, the nature of consciousness, the importance of memory in relation to the self and identity, the impact of technology on modern society, and the place of film in popular culture. The module descriptor for MF2601 is available in APPENDIX 1.

Regarding the EEC's recommendation to change the status of the "Research Project" module from an elective to compulsory, the programme team decided to further enhance the research element of the final year dissertation. As a result, instead of changing the existing module (TE3000: Research Project, 10 ECTS) from elective to compulsory, the programme team proceeded with the development of a new compulsory module (MF3604: Dissertation) that has more ECTS units (20 ECTS) and which will replace TE3000.

- **MF3604 – Dissertation (20 ECTS)**: This is a Year 4 compulsory module throughout which students will have to originate the topic for their dissertation in consultation with academic staff. They will conduct research in any area within the broad field of Media and will be expected to demonstrate a clear understanding of relevant theoretical constructs and research methodologies, as well as a clear hypothesis underpinning their research project. The module descriptor for MF3604 is available in APPENDIX 1.

The updated Programme Structure that reflects the above changes can be found in APPENDIX 2.

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

EEC REPORT

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The program has a detailed and comprehensive practical training for students, and there is ample evidence that the future program has a well-structured system for student evaluation. Student evaluation processes are in place, and evidence from interviews with current and previous students (although from separate programs) indicate that there is a high level of willingness on the part of faculty to receive and take student feedback into account. As in other areas of this review, however, the issue of the balance in the program between theory and practice is a central one, and will be addressed below.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Students interviewed (from other programs) commented on high quality of interaction with staff, and a very high degree of satisfaction with the student-centered nature of the program.
- Student evaluation processes are well-formed and coherent.
- Teaching proposals and current teaching practice within the faculty demonstrate use of up-to-date teaching methods.
- Good access to modern teaching technologies.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- As noted in other areas of this evaluation, it is a point of concern for the EEC that practically-oriented courses and teaching dominate the proposed program. In the area of student-centered learning and teaching, this over-representation, we feel, means that all of the possible teaching tools are not being used (critical thinking skills, theory) and students are thus not being allowed to reach their full potential. If the student is at the center of the teaching philosophy, then it is not simply a question of being given technical skills, but also critical. In addition, this heavy over-representation of practical courses goes against the guideline in Section 2.2. that "practical and theoretical studies are interconnected." At the present time, this is simply not the case.

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UCLAN CYPRUS RESPONSE

The programme team understands the concerns of the EEC. We also consider it crucial for the success of the programme to ensure that students develop the necessary skills to succeed in their field of choice, including theory, practise and more importantly, critical and analytical thinking.

Following the EEC's comment, the team has made the following changes to the curriculum:

First, as indicated in our response in Section 1 (page 6), we enhanced the theoretical and research elements of the programme by adding three new programme-specific, compulsory modules (MF1601, MF2601 and MF3604).

The addition to these theory-focused/research-oriented modules, in combination with the theoretical and critical components that were already part of the existing modules (with a ratio of approximately 50% theoretical/critical components and 50% practical components in each module), strengthens the theoretical aspect of the programme, by further emphasising on the development of the analytical and critical thinking skills of the students. The new structure, provides a stronger and more balanced programme, allowing the students to reach their full potential.

Second, to better monitor and develop the programme, we have prepared a curriculum map that provides an explicit mapping of the skills expected to be developed by the students throughout the programme along with the relevant programme learning outcomes and the modules aiming at developing and assessing such skills. This curriculum map is provided in APPENDIX 3.

The programme team is committed to continue monitoring and evaluating this aspect of the programme, and after its commencement and delivery, to identify any additional improvements.

3. Teaching staff
(ESG 1.5)

EEC REPORT

Findings:

The EEC finds that the teaching staff is very engaged and qualified and has a strong relation to the students and to the topic they teach. The numbers and status (rank, full/part time) of the teaching staff is appropriate and the majority is active publishing research internationally in acknowledged journals. The publications of the staff in general reflects the discipline as described in the application, however to a less degree what could be expected of a university programme in Media Production.

The competences of the teaching staff reflect the programme's STEM-profile and the priority of the practical approach to media production. The EEC finds that this very strong bias towards teaching practical skills leaves out important knowledge of the academic field of media production in a broader theoretical and critical context including societal, social, and cultural contexts and critical reflections on academic methodologies and epistemologies.

Many administrative and teaching responsibilities appear to be placed on course leader, associate professor Christos Karpasitis. It makes the programme vulnerable to be so dependent on one person only, and the EEC find it important to secure a more long-term sustainable structure of shared knowledge behind the programme.

Strengths:

The teaching staff reflect the STEM-profile of the programme, which the EEC finds original both in a European and an international context. The staff is updated on new technologies and methods of production and are apparently able to achieve the learning outcome in courses as they are described in the application.

The teaching staff indicate to be engaged in their field of teaching, in teaching practice, and in the students. The feedback to students' work and the student evaluation seems to work impeccable at the School of Sciences at UCLan Cyprus.

The staff demonstrates a strong connection with collaborative partners outside the university, which the programme and the students can benefit from.

Areas of improvement:

The EEC acknowledge the STEM-profile of the programme in Media Production but finds that it needs to be developed and needs to create a better balance between practical knowledge and academic theory and critical reflection.

To make the programme internationally competitive and to secure an academic level essential for a university programme the EEC recommend to develop the teaching staff by recruiting one or two staff members to cover fields like social and cultural theory and media and communication theory. That will improve the synergy between teaching and research so practical skills and media products and productions can be framed within a broader and stronger academic context. The EEC finds, that to add such competences in the study programme are necessary, also to meet a core objective

for the University's strategy about encouraging a high academic performance of the students (p. 39 in the application)

By adding these competences to the staff, the program has a strong potential for offering highly skilled teaching from people with professional, practical knowledge combined with the academic theoretical framework and the epistemological and methodological reflections expected from a programme in Media Production at a university level.

The EEC also recommend securing a kind of back-up for the responsibilities placed on the course leader, associate professor Christos Karpasitis. It could be in the form of a vice course leader.

UCLAN CYPRUS RESPONSE

Regarding the better balance between practical knowledge and academic theory and critical reflection as well as the improvement of synergies between teaching and research so practical skills and media products and productions can be framed within a broader and stronger academic context, please see our response in Section 1 (page 6) and Section 2 (page 8).

Furthermore, based on the EEC's recommendation, the University is currently advertising two vacancies for the recruitment of additional faculty members to cover fields including social, cultural, media and communication theory and research. The advertisement for these positions can be found in APPENDIX 4.

Regarding the securing of "*a kind of back-up for the responsibilities placed on the course leader*", we would like to inform the EEC that this is a standard practice for all the programmes within the School of Sciences, and at UCLan Cyprus in general. Once the programme receives its final accreditation, a Deputy Course Leader will be appointed, who is one of the programme's existing academic team members.

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

EEC REPORT

Findings

The admissions criteria are suitable for this level of study are in line with the EEC's expectations. The university has put in place a number of recruitment events to attract national and international students, such as Open Days (in campus and virtual via Unibuddy), events organized by the university international agents, social media advertising etc.

In general, recognition and certification work smoothly and all mechanisms and procedures are in place. Students who successfully complete their studies are awarded a double degree by UCLan Cyprus and UCLan UK.

With respect to section 4.2 the EEC found that pre-defined and published regulations regarding student progression are in place. However, the committee identified some weaknesses with regard to student progression related to what has been mentioned above in Section 1.2 Design of program. The current lack of a final research project that could offer evidence of student progression throughout their years of study, makes it hard to measure progression. Traditionally, a terminal project in the final year of study offers the students the chance to bring together what they have learned and subsequently that is evidence of how they have developed academically.

Strengths

Coherent and well-planned procedures for admission, progression, recognition and certification. The university uses ECTS credits for each module, which evidence its commitment to European standards, and allows for smooth recognition of attended courses outside UCLan Cyprus.

Areas of improvement and recommendations

The EEC recommends that a final project that builds on students' research and analytical skills will be incorporated in the compulsory provision of the taught modules. Such a project could be developed from the existing course "Research Project" with the improvements described in the recommendations in area 1.

That will facilitate the monitoring of the students' learning journey and skills development not only internally (UCLan), but also externally (for e.g., for students that wish to continue with postgraduate studies at UCLan or at other universities).

UCLAN CYPRUS RESPONSE

As mentioned in our response in Section 1 (page 6), the existing **TE3000 (Research Project)** elective, 10 ECTS, final year (Year 4) module has been replaced with a new compulsory, 20 ECTS, final year (Year 4) dissertation module (**MF3604 – Dissertation**), ensuring that a compulsory final project that builds on students' research and analytical skills is incorporated within the programme curriculum. As explained by the EEC, the inclusion of this module will *facilitate the monitoring of the students' learning journey and skills development not only internally (UCLan), but also externally*

(for e.g., for students that wish to continue with postgraduate studies at UCLan or at other universities.

Learning resources and student support

(ESG 1.6)

EEC REPORT

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The provision of a great student experience and the encouragement of high student academic performance are core objectives of the University's strategy. The University has developed a policy for academic student support to encourage high student academic performance. The policy articulates the statutes, the mechanisms and the processes of academic student support at the University.

In order to address students' wellbeing matters and to monitor any patterns in student engagement, the Student Support Services monitor student engagement on a monthly basis. During the academic year, students are expected to attend timetabled lectures, seminars, workshops, practical sessions and laboratory sessions and as such, attendance is recorded. Students identified with very low attendance are contacted and invited to discuss any difficulties they are encountering with their studies or their student life.

Student Support is in close contact with academic advisors, module leaders and course leaders to monitor students who may appear to have difficulties with their engagement in the modules' delivery.

The UCLan Cyprus Psychological Wellbeing and Counselling Centre provides professional services and support to all UCLan Cyprus students. The services offered include individual psychological sessions, group therapies, psychometric assessments. Within a safe and caring environment, counsellors can provide support to students who are dealing with any challenges (academic and/or personal) low self-esteem or self-confidence; lack of motivation to attend lectures; low academic performance; stress and anxiety; depression; grief; interpersonal or social problems.

The UCLan Cyprus Language Academy offers a range of language learning courses, tools and services for prospective and current students. This service provides numerous academic skills development opportunities and applies 21st century methodologies and innovative approaches to language teaching.

UCLan Cyprus provides modern teaching facilities to support the delivery of classroom-based teaching and learning sessions. Auditorium 1 - a large 300 seat capacity lecture and performance theatre; Auditorium 2 - 106 seat capacity lecture theatre, both equipped with high-end sound and visual infrastructure; 28 classrooms as well as specialised rooms (e.g. Moot Court Room, two Engineering labs, a Sport and Exercise Science lab, A Networking Lab (Cisco Lab), 4 Computing Laboratories, a Psychology lab and a Media Lab), which all are fitted with interactive white boards, computer-based data projection facilities and audio system.

The UCLan Cyprus Library covers an area of 465m2 and has a capacity of 77 people. The Library has a central role in supporting teaching, learning and research at the University. It has responsibility for purchasing and providing access to all learning resources, both physical and electronic.

University students can use PC's which are located in the four University Computer Laboratories or alternatively they can use the Library, which has a total of 20 open access PCs, and 20 laptops available to students on loan.

Students have access to Lynda.com, an online training and learning site with over 6,400 courses.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The University's Career office operates within the University Student Support Services. The UCLan Cyprus Career Hub aims to establish links with industry partners who offer internships, placements or permanent employment opportunities; informs students about job vacancies (as they occur) and external events related to employment; organises the annual career fair and plans workshops that will create opportunities for students to improve their employability skills.

For each year of each programme of study, one student is elected as the student representative of the cohort. Course representatives are contributing to their fellow students' academic engagement by receiving feedback from them using different means, such as email, videoconferencing, forum, etc., to address issues that may arise.

Students with special educational needs or learning/physical difficulties are welcomed and treated equally from the first day of contact.

Blackboard Virtual Learning Environment (VLE) is the core technology used to provide flexible access to a variety of online learning resources, information and activities to support students with their studies. The system can be accessed on and off-campus, transforming closed-door classrooms into communities where students can remain connected to their educational experience 24-hours a day. Through Blackboard, instructors upload relevant learning material for their students as well as supplementary e-resources to aid their learning (e.g. video/audio and other media files, weblinks). Students are also provided with quick and easy electronic access to e-books, journal articles and websites recommended for their modules.

Media Lab contains specialised equipment related to Digital Media Production. This equipment includes professional camcorders, DSLR cameras, camera lenses, camera accessories, microphones, sound recorders, tripods, video production lighting equipment, lighting accessories and a green screen.

The Audiovisual Recording & TV Production Studio is a highly flexible environment where all audio and video feeds can be configured via hardware and software routing. The studio consists of a control room and a separate recording room which are both equipped with necessary audiovisual recording, broadcasting, production and lighting equipment/hardware. Moreover, It features autocue equipped UHD and 4K studio cameras on broadcast specification pedestals. The production gallery contains a full complement of digital vision equipment including video/audio manipulation, tapeless recording, graphics software and a digital audio mixer.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

N/A

UCLAN CYPRUS RESPONSE

We would like to thank the EEC for the positive feedback regarding our learning resources and student support mechanisms.

5. Additional for doctoral programmes
   (ALL ESG)

Not applicable

7. Eligibility (Joint programme)
(ALL ESG)

Not applicable

B. Conclusions and final remarks

EEC REPORT

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

We would like to begin our concluding remarks by saying that we were in general impressed with the proposed program, the department and the university. There was a great deal of clarity and openness, and the materials provided to the EEC provided almost all of the information needed. We found during our discussion an engaged, enthusiastic and qualified staff who were clearly committed to the program. The sense of departmental solidarity was obvious, as was a clearly good working relationship between staff and university/faculty management. This positive feeling was confirmed by our interactions with the students, who were, without exception, positive about their educational experiences at the university. The challenges (but also the advantages) facing a smaller institution were faced head-on.

The function of the EEC is, nevertheless, to provide the institution in question with recommendations that will maximize the potential of their programs and department by addressing problems, gaps and deficiencies that the group feel hinder such maximization. As noted above, in the case of the of the BSc in Media Production at the University of Central Lancashire – Cyprus, we find a program that is, in terms of the experience and material framework required to run the program – skilled instructors, physical teaching infrastructure, clear student evaluation and recruitment procedures, clear course outlines and learning outcomes – one that is well-equipped to provide a high-quality education. The issue for us, however, is in the area of what we will (for the sake of simplicity) call the "Theory-Practice" balance. For the EEC, the under-representation of not only courses addressing media/communication theory, but also elements within practically-oriented modules that address media/communication theory, is significant. At the moment, the course offerings for the program are such that it is difficult to argue that there is a meaningful difference between the proposed BSc in Media Production (in its current form) and the offering from a trade or vocational college. What differentiates university education from trade or vocational school is precisely the teaching of theory and critical thinking skills as not only a mere compliment to practical skills, but as a fundamental component of the overall education. This is in no way a comment on a lack of experience or skills of the part of the staff of the proposed program, but rather a comment on the structure of the program in terms of course offering and intellectual development, and on the instituton's priorities of these skills as they appear to us in the written material.

With this in mind, we conclude that addressing the following recommendations is central to bringing the proposed program up to an acceptable standard which is competitive with comparable international programmes in Media Production. These are suggestions present in the previous sections, but distilled for the purposes of clarity and brevity here:

1. The EEC acknowledge the original STEM-profile of the programme in Media Production but finds that it needs to be developed and needs to create a better balance between practical knowledge and academic theory and critical reflection. In this sense, "theory" is not the theory of practical skills, but theory in relation to media sociology, political economy, reception, etc.

2. The practical elements of this programmes will strongly benefit from theoretical and critical components. As the current programme of study stands, there is opportunity to create space for theory-focused modules on communication and critical media studies that will be specific to this program. For instance: modules of a more generic nature such as Contextual Studies can be replaced by program specific modules with a clear theoretical focus on the discipline.

3. Faculty members may also consider changing the status of the "Research Project" module from an elective to compulsory, and expand the number of ECTS credits above 10 to give it more weight.

4. To make the programme internationally competitive, and to secure an academic level essential for a university programme, the EEC recommend to develop the teaching staff by recruiting one or two staff members to cover fields like social and cultural theory and media and communication theory. That will improve the synergy between teaching and research so practical skills and media products and productions can be framed within a broader and stronger academic context.

5. The EEC also recommend securing a back-up for the responsibilities placed on the course leader, associate professor Christos Karpasitis. It could be in the form of a vice-course leader.

6. The EEC recommends that a final project that builds on students' research and analytical skills be incorporated in the compulsory provision of the taught modules. That will facilitate the monitoring of the students' learning journey and skills development not only internally (UCLan), but also externally (for e.g., for students that wish to continue with postgraduate studies at UCLan or at other universities).

It is (in part) for these reasons that the EEC has given a verdict of "Non-Compliant" for criteria 2.2. as the Practical Training component clearly requires that, "Practical and theoretical studies are interconnected." In addition, while we have marked criteria 3.1. (Teaching staff recruitment and development) as "Partially Compliant," we would note that is this a criteria that needs special attention in relation to the recruitment and/or development of staff able to help the program address the weaknesses from criteria 2.2 (through hiring of staff who specialize in theory/critical areas, or enabling existing staff to develop the competencies in theory/critical areas).

UCLAN CYPRUS RESPONSE

We would like to once more thank the EEC members for all the constructive feedback provided during the evaluation visit and included within their report. The BSc (Hons) Media Production team is committed to continue all the best practices identified by the EEC and capitalise on the recommendations for improvement to strengthen the programme and its market appeal. All the EEC's recommendations have been addressed in the previous sections.

Section 1 (page 6) provides the information on the programme enhancements to ensure a good balance between practical knowledge and academic theory and critical reflection as well as the

addition of the new final project module (MF3604 – Dissertation) to ensure that the programme includes a compulsory final project that builds on students' research and analytical skills.

Section 2 (page 8) provides information on the academic skills students are expected to develop throughout the programme, include analytical and critical skills.

Section 3 (page 10) provides information on the recruitment of new academic staff for the programme and confirms the School's practice to appoint Deputy Course Leaders for all programmes of study within the School.

Section 4 (page 11) confirms the inclusion of the new Dissertation module (MF3604), as described in Section 1 (page 6).

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Nearchos Paspallis	Deputy Head of School of Sciences	
Dr Christos Karpasitis	Course Leader of BSc (Hons) Media Production	
Dr Cosmina Theodoulou	Director of Academic Quality and Compliance & Chair of the University Academic Standards and Quality Assurance Committee	

Date: 05/05/2022