



**Prof. Mary Ioannidou Koutselini**  
President of the Council of  
the Agency of Quality Assurance  
and Accreditation in Higher Education  
1434 Nicosia

7<sup>th</sup> July 2022

**Ref No: 07.14.345.035**

Dear Professor Koutselini,

**Subject: Postponement of decision-taking for the accreditation of the programme:  
“BSc (Hons) Media Production” (4 academic years, 240 ECTS, Bachelor)**

We would like to thank the CyQAA Council and the External Evaluation Committee (EEC) for the constructive feedback provided in the latest correspondence of 23<sup>rd</sup> of June 2022, allowing us to enhance the quality of the provision of the programme of study BSc (Hons) Media Production. We have considered all the suggestions received in the above-mentioned letter and report and we have addressed all the points raised as following:

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

With regards to Section 1, the EEC was overall very satisfied with the exception of part of the section 1.2 (Design, approval, on-going monitoring and review), with respect to the design of the Programme, as it looked like the practical modules dominated at the expense of more theoretical modules. Having read the response of UCLan Cyprus, the EEC welcomes the changes made to the programme by the teaching team in order to address the comments made in the initial report. The EEC is happy to see that the new programme is characterized by a healthy balance between theoretical and practical components. More specifically, UCLan Cyprus has designed three new modules which are programme specific and compensate for the previous deficiency in the theoretical grounding of the programme. We are also very happy to see the creation of the new compulsory module MF3604 Dissertation.

With respect to the two modules MF1601 (Film, Television and Media Culture) MF2601 (Thinking through Film, Media and TV), the suggested content aligns with the suggestions made by the EEC. Nonetheless, we suggest that the promised balance between theory-practice (described in the general description of the modules) should be more carefully and appropriately reflected in the detailed module descriptors. Please see the next section for specific advice on how to better reflect this balance in the mapping of The General Learning Outcomes (GLO) of the suggested new modules.



## UCLan Cyprus Response

We would like to thank the EEC for the positive feedback regarding the introduction of the new modules, which allow our programme to achieve a better balance between theoretical and practical components.

Moreover, as suggested by the EEC, we have updated the relevant programme module descriptors to further clarify and better reflect the balance between theory and practice. All the programme's module descriptors can be found in APPENDIX 1.

## 2. Student - centered learning, teaching and assessment (ESG 1.3)

The EEC has read the response and welcome the initiatives of 1) enhancing the theoretical and research elements of the programme by adding three new programme-specific, compulsory modules (MF1601, MF2601 and MF3604), and 2) developing the curriculum map listing 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. The committee also value that the team is committing itself to continue monitoring, evaluating, and improving the practice/theory-balance and the student skills.

The Course Purpose, Objectives and Learning Outcomes of the new courses as described in APPENDIX 1 promise an appropriate practice/theory balance. However, the balance formulated in these Course Purposes, Objectives and Learning Outcomes seems not to be reflected sufficiently in the mapping of The General Learning Outcomes (GLO) of the programme grouped in the 4 main categories, A, B C & D (APPENDIX 3, page 1). Some examples of how to improve the theory/practice balance in APPENDIX 3 will follow here:

- The EEC would suggest formulations like “Knowledge of theories and methodologies to understand and analyse the role of media and communication in culture and society” included in category A.
- Category B (Subject Specific Skills) could benefit from including descriptions matching the formulations from Course MF3604: “Apply appropriate critical, analytical, theoretical or methodological approaches to a chosen topic, and/or “Work independently on a sustained piece of academic work” (both examples are copied from course description MF3604, APPENDIX 1).
- The category C called Thinking skills (a name which is a bit unclear) only contains formulations about production skills. But it should also reflect formulations from the course descriptions like, “Critically analyse media forms using a range of theoretical and contextual ideas” (copied from course description MF2601, APPENDIX 1) and/or “Enhance student confidence in applying relevant theoretical and conceptual approaches to a range of media texts” and/or “Encourage critical thinking regarding the concept of representation and its importance in the construction of concepts such as class, ethnicity, gender and identity” (copied from course description MF1601, APPENDIX 1).



## UCLan Cyprus Response

We would like to thank the EEC for the feedback to better reflect the programme's theory-practice balance through the programme's general learning outcomes (GLOs). Taking into consideration the EEC's feedback, we have updated the programme's GLOs accordingly. The new programme's GLOs along with the updated mapping of the programme's GLOs and the programme's modules can be found in APPENDIX 2.

Concluding our response, we would like to once again thank the EEC and CyQAA Council for their positive and constructive comments, allowing us to offer a high-quality programme.

Yours sincerely,



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