

Doc. 300.1.2

Date: 09/04/2024

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:

Σχεδιασμός Μόδας (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BA))

In English:

Fashion Design (4 academic years, 240 ECTS, Bachelor (BA))

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

- **Programme's status:** New

- **Concentrations (if any):**

In Greek: N/A

In English: N/A



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>We are aware the program is starting. However, we strongly recommend developing an identity (USP) based on the local context ensuring this is coming back in the mission, vision of the program on the website, the handbooks, learning outcomes and curriculum content. This will help to compete in a very competitive field.</p>	<p>We would like to thank the EEC for the positive comments and constructive feedback regarding our overall programme's design and development. As discussed with the EEC during the accreditation event, we are in agreement with their recommendation to start developing a unique identity for the programme, contextualised within the local environment. As it was further discussed and agreed, our intention is to start developing our identity around Cypriot heritage. This is an area that the course leader of the programme has extensive experience in and is passionate about pursuing further. Our plan is to build this identity through the programme's curriculum development (e.g. examples and case studies discussed during lectures), practical work (e.g. embroidery), and the programme's assessments (e.g. some assessment briefs can have a focus on the Cypriot heritage). We are confident that this recommendation will indeed help us offer a unique, for the region, flavour to our programme, which in turn, can serve as a unique selling point (USP) and allow us to distinguish ourselves from other fashion design programmes in the region and become more competitive.</p>	<p>Choose level of compliance:</p>
<p>Keep on top of the fashion industry innovations such as digitalisation and responsible approaches and make sure these are explicitly worked out in the handbooks, the curriculum and learning outcomes.</p>	<p>As reflected in our current programme curriculum, technology and innovation within the fashion industry are key components. As correctly emphasised by the EEC, technology and innovation are areas that are continuously evolving, and as a result, our academic team needs to keep on top of the progressive changes and the latest fashion industry state-of-the-art. This is achieved through our annual monitoring process, where the programme's curriculum is reviewed, taking into consideration feedback from various stakeholders (e.g. students, academic team, latest research findings, external examiner, professional organisations, industry partners/ advisory board). Following our annual monitoring process, after evaluating the feedback received, necessary enhancements to the curriculum (e.g. new case studies, examples, practical exercises, software used/taught, etc.) are implemented for the next academic year to ensure that the curriculum delivery reflects the latest trends and practices in the field.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Throughout the documentation the course descriptors define assessment tasks against the learning outcomes. We would recommend clarifying how assessment is enacted in practical terms. How are the learning outcomes related to the assessment is not clear. An example of an assessment sheet which includes a rubric for a particular course should clarify this.</p>	<p>We thank the EEC for recognising our meticulous programme design to ensure that the assessments of each module are designed so that they address the module’s learning outcomes, as this is indicated through our module assessment mapping with module learning outcomes. For further clarity and as requested, an example of assessment brief is provided in Annex I.</p>	<p>Choose level of compliance:</p>



3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>For future developments. It would be good to formulate a focus area for research in the field of fashion, which could be around heritage of Cyprus but there are many other areas to consider and based upon staff preferences.</p>	<p>As indicated in section 1, we are in agreement with the EEC's recommendation to develop a focus area for the programme. As a first step, our focus will be on the Cypriot heritage. This is an area that the team, especially the course leader, has expertise in and will allow the development of further research work. Of course, academics always have the flexibility to expand their professional and research work by exploring any other research areas of interest.</p>	<p>Choose level of compliance:</p>



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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A



5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
N/A	N/A	N/A



6. Additional for doctoral programmes – N/A
(ALL ESG)

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7. Eligibility (Joint programme) – N/A (ALL ESG)



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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>As noted in the introduction UCLan Cyprus is accredited by UCLan Preston UK and follows all the policies and procedures whilst also following the Cyprus CY-QAA regulations. There are robust policies in place for quality assurance, student support, admissions, teaching staff qualifications and development, student welfare, and program and departmental governance. The program fits very well within the department of Arts, Media and Communication, building on existing courses to provide future creative courses within the University. The set-up of the curriculum, delivery model, assessment alignment and learning outcomes are informed by the structure of the BA (Hons) Fashion Design course of UCLan UK, but not a copy as the course is not franchised. A well-equipped design studio environment and atelier are in place with specialist equipment due to arrive and there is a generous amount of teaching staff with the right skills and expertise available to deliver the program. This is giving the panel full confidence that the program is equipped to start and all the systems and procedures surrounding the program are fully in place.</p>	<p>We would like to thank the EEC for the positive evaluation of the programme and the constructive feedback. We are pleased that the EEC is confident about the design of our programme, our learning environment and facilities, and our academic team.</p> <p>As noted by the EEC, although this is a new programme that we plan to commence in September 2024, we have already invested in the development of the necessary facilities (e.g. design studio, sewing studio, atelier, MAC lab) and equipment (e.g. sewing machines, mannequins, computers) for the successful delivery of the programme.</p> <p>As further noted by the EEC our facilities currently have the necessary equipment, but they have been recently enhanced by additional equipment (additional ironing table and sewing machines), which have just arrived. Evidence of the additional equipment is provided in Annex II.</p>	<p>Choose level of compliance:</p>
<p>Moving forward the panel would like to recommend developing an USP for the BA (Hons) Fashion Design program using and exploring its local context (possibly based on heritage or connections with local industry) noting that fashion is by its nature a global industry. The panel thinks this will help to build a program with a clear identity that is able to compete</p>	<p>Please refer to Section 1 for our response.</p>	<p>Choose level of compliance:</p>

<p>in a highly competitive market of renowned fashion schools many of which have a clear position. This could also inform a research focus for the dedicated fashion academics.</p>		
<p>Secondly, we recommend staying on top of the industry innovations. Responsible, Sustainable, and ethical issues alongside digitalization are currently changing the norms and ways of working for industry practices dramatically. Therefore, the panel believes a clear approach to these areas should be considered and clearly identified where appropriate within the program documentation, the curriculum, and the learning outcomes.</p>	<p>Please refer to Section 1 for our response.</p>	<p>Choose level of compliance:</p>
<p>Finally, the panel would like to have evidence of how assessment is practically enacted through an assessment form and rubrics, or whatever method is used. The program team and the documentation highlight that the assessment task are aligned to the learning outcomes across each of the courses and the panel would like this clarified.</p>	<p>Please refer to Section 2 and Annex I for our response.</p>	<p>Choose level of compliance:</p>
<p>The overall conclusion of the panel is very positive and believe this BA Fashion Design program will be a successful addition to the Arts, Media and Communication Department and the University as a whole.</p>	<p>We appreciate the EEC's trust in our team and its abilities to successfully deliver this new programme. The EEC's confidence in our preparedness to commence the programme is motivating and reinforces our commitment to ensure a robust delivery of our programme.</p>	<p>Choose level of compliance:</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Christos Karpasitis	Chair of the Department of Arts, Media and Communication Academic Standards and Quality Assurance Committee	
Dr Cosmina Theodoulou	Director of the Academic Quality and Compliance Office	

Date: 09/04/2024

