

Date: 01.07.2024

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:

Μεταπτυχιακό – Σχεδιασμός Εμπειρίας Χρήστη

In English:

MSc User Experience Design

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: N/A

In English: N/A

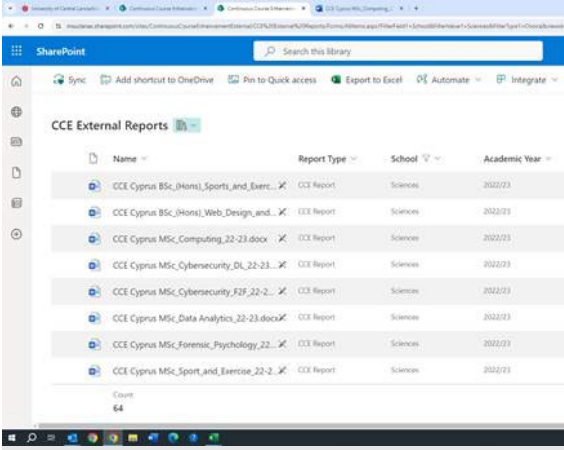
The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation 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>The policy on the use of Generative AI is appropriate but may need a more thorough reflection in relation to assessment. Some students also seemed unaware when the use of AI is/may be authorised. The EEC recommends a more elaborate articulation on the use of Generative AI, reflection upon how this use may/will impact assessment and adjusted assessment methods if/where necessary. The EEC recommend that such monitoring be undertaken on an on-going basis to reflect the fast-moving nature of Generative AI.</p>	<p>We would like to thank the EEC for their feedback on the appropriateness of the University policy on the use of GenAI.</p> <p>The ‘Academic Integrity Policy and Procedure for Academic Misconduct’ include a dedicated section on Unauthorised use of Technology, including the use of AI, paraphrasing tools, etc.</p> <p>The Academic Integrity Policy is monitored throughout the academic year, including when the Academic Standards and Quality Assurance Committee convenes or when there are specific requests to be addressed. The monitoring takes place in collaboration with TLEC (Teaching and Learning Enhancement Committee, UCLan Cyprus) and CCL (Centre for Collaborative Learning, UCLan UK).</p> <p>TLEC provides guidelines to academic staff on how students must document, acknowledge, and reference the use of AI tools. The use of authorised use of AI in assessments may also be permitted when this is explicitly stated in assessments and clearly aligned with the learning outcomes.</p> <p>Furthermore, considering continuous monitoring, an ‘Academic Integrity Essentials’ compulsory training has been incorporated in all programmes of study and in each year of study, as part of one core module offered during Semester 1 of the academic year, to ensure that all students will undertake this training and get familiarised with all concepts of academic integrity, including when AI is authorised or not, and how to properly acknowledge its use, and the implications for assessed pieces of work.</p> <p>For MSc UX Design the ‘Academic Integrity Essentials’ training will be incorporated in the Research Methods in UX module (CO4xxx).</p> <p>Additionally, the course leader of the MSc User Experience Design programme, Dr. Andriani Piki has successfully completed a seminar which included two workshops on Academic Integrity, organised by CYQAA (31st October 2023). The</p>	<p>Choose level of compliance:</p>

	<p>topics included managing the challenges posed by generative AI in the realm of assessment, emerging risks and effective approaches to supporting academic integrity. The TLEC chair disseminates the respective training materials to academic staff, including the MSc UXD team.</p>																																					
<p>Pass rates do not seem to be included in the public information of other postgraduate programmes. The EEC recommend including information on pass rates in public information.</p>	<p>Student progression rates are collected and analysed as part of the Course Leader (CL) Report that is annually prepared under the framework of the Continuous Course Enhancement (CCE) process. This data is available to all staff and students at UCLan Cyprus on the SharePoint space (see below screenshot from the list of reports available from the last academic year).</p>  <table border="1"> <thead> <tr> <th>Name</th> <th>Report Type</th> <th>School</th> <th>Academic Year</th> </tr> </thead> <tbody> <tr> <td>CCE Cyprus BSc_(Hons)_Sports_and_Exercise...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus BSc_(Hons)_Web_Design_and_Development...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Computing_22-23.docx</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Cybersecurity_22-23...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Cybersecurity_F2F_22-2...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Data_Analytics_22-23.docx</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Forensic_Psychology_22...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> <tr> <td>CCE Cyprus MSc_Sport_and_Exercise_22-2...</td> <td>CCE Report</td> <td>Sciences</td> <td>2022/23</td> </tr> </tbody> </table>	Name	Report Type	School	Academic Year	CCE Cyprus BSc_(Hons)_Sports_and_Exercise...	CCE Report	Sciences	2022/23	CCE Cyprus BSc_(Hons)_Web_Design_and_Development...	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Computing_22-23.docx	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Cybersecurity_22-23...	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Cybersecurity_F2F_22-2...	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Data_Analytics_22-23.docx	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Forensic_Psychology_22...	CCE Report	Sciences	2022/23	CCE Cyprus MSc_Sport_and_Exercise_22-2...	CCE Report	Sciences	2022/23	<p>Choose level of compliance:</p>
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<p>The use of design thinking approaches is insufficiently articulated in the current description of the programme. The EEC require a better articulation of these design thinking approaches and their relation to the learning outcomes. This will be referenced in Section 2.</p>	<p>We would like to thank the EEC for their valuable recommendation that will allow a better articulation of the design thinking approaches in relation to the learning outcomes.</p> <p>A new module on Design Thinking (CO4xxx) has been introduced to enhance the initially proposed structure of the Master's programme with UX-specific elements. This module addresses issues related to the Design Thinking approach for the development of effective products. It also addresses the assessment of common and innovative digital products such as immersive technologies (VR/AR/MR), interactive technologies, Human-Computer Interaction (HCI) and Human-Robot Interactions (HRI), accessibility, usability, user experience design, and design thinking topics.</p> <p>Additionally, the Research Methods in UX (CO4xxx) module has been revised to include more comprehensive UX focused research methods (i.e., anthropological methods and</p>	<p>Choose level of compliance:</p>																																				

	<p>analysis including ethnographic methods, participatory and cooperative design methods, design facilitation, design science approaches, pragmatism, and abductive reasoning (e.g. design as inquiry, iterations in design reasoning)). See APPENDIX I for revised module descriptor.</p>	
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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>The programme offers little in terms of elective modules;</p>	<p>The programme team has introduced new elective modules as follows:</p> <ul style="list-style-type: none"> • CO4xxx-Design Thinking • CO4xxx-Digital Skills • CO4755-Mobile Application Development • MD4047-Entrepreneurship Theory and Practice <p>The descriptors of the above-mentioned modules are available in APPENDIX I.</p>	<p>Choose level of compliance:</p>
<p>No direct opportunities exist for students to pursue a specialized/differentiated profile within the programme.</p>	<p>The programme is designed to be pursued by learners with and without digital skills. Learners without the necessary digital skills are required to undertake the module Digital Skills, that aims to cover the skills, knowledge, and competences of students with a non-technical background.</p> <p>Furthermore, the enhancement of the programme structure with additional optional modules on Design Thinking, Mobile App Development, and Entrepreneurship Theory and Practice, allows each student to pursue a different set of skills and knowledge in line with their personal goals and professional aspirations.</p> <p>A more in-depth development and specialisation on a specific topic of the student's interest is further achieved through the Masters' Project (CO4804) module. "</p>	<p>Choose level of compliance:</p>
<p>The laboratories inspected on the site visit are unevenly equipped. While there is an impressive audio-visual production studio and good access to standard computers and relevant software for students, there is relatively little to support non-screen based prototypes and</p>	<p>We would like to thank EEC for their valuable feedback with regards to the equipment and new technologies that would be useful for the learners of this programme of study. We are in the pleasant position to inform you that our laboratories are already equipped</p>	<p>Choose level of compliance:</p>

other emerging styles of interaction. The EEC would have expected that students would be routinely exposed to both emergent and less-common digital technologies (e.g. wearables, sensor-based systems (Arduino, Raspberry Pi), haptic, VR/AR/MR interactive technologies, robots, public screens, gesture-based interfaces) during their studies, and that these technologies would be made available in dedicated laboratories for students for experimentation and prototyping. While some equipment was observed the EEC is of the opinion that this needs to be consolidated.

with a number of cutting-edge equipment such as Oculus VR (Meta Quest), Microsoft HoloLens 2, Eye tracking equipment (Eye link portable duo). Furthermore, we already have 10 Arduino computers, plus multiple Raspberry microcomputers, including 8 laptops for prototyping (Pi-top Pi v2).

Moreover, the university has placed an order for a 3D printer that has already been received and installed (Bambu Lab X1 Carbon combo) – see Appendix I. We would also like to mention that alongside the purchase of the 3D printer, a specialised training for both academic and technical support is offered by the distributor, ensuring that the new resources are effectively and efficiently utilised.

It is worth mentioning that all Departments of the University receive an annual budget for the purchase of any additional equipment or material resources. This is also available for the newly established Department of Arts, Media and Communication (starting its operation from the academic year 2024-25), under which the Master of Sciences in User Experience Design is delivered. Any resources or additional equipment necessary for the successful completion of the student Masters projects can also be covered by this budget. In the past we have purchased Drones, specialized ray tracing graphics cards, robotics, etc.

Furthermore, the Department has secured the utilisation of the Observation room currently located in the Psychology Cognition Lab by all the students of the MSc UX Design for any activities, workshops, user studies as well as student projects designed and organised as part of the delivery and learning of this programme curriculum.

	<p>Please see the virtual tour of the University illustrating this laboratory.</p>	
<p>The laboratories inspected on the site visit did not, as yet, contain the expected materials for UX design students. While prototyping in software is useful and necessary, initial UX design processes commence in a more open-ended fashion that typically include the need for visualization tools (ranging from pen/paper/sticky notes to foam board, micro-projectors, portable screens, to e.g. 3D printers, Arduino computers and relevant peripherals, etc.)</p>	<p>The Design Studio has been meticulously crafted to accommodate the design related programmes including MSc UX Design. It has a spacious layout with an additional storage area dedicated to housing essential design equipment and supplies such as papers, drawing supplies, paper guillotines, drawing boards, tracing/design light boxes/boards and more.</p> <p>The interior design of the studio is intentionally distinct from a conventional classroom, exuding an atmosphere that ignites students' creativity. A designated area in the centre of the room caters to different activities like drawing, sketching and group brainstorming. Large solid desks measuring approximately 540x240 cm² in total, are prominently placed in the room, allowing ample space for unrestricted artistic and design expression. Surrounding these desks are comfortable stools, ensuring an ideal design work environment.</p> <p>Natural and artificial lighting have been thoughtfully integrated into the design studio, creating an ambiance that enhances the creative process. The studio's flexible layout facilitates easy movement of furniture and equipment, offering versatility for various design projects.</p> <p>Moreover, captivating inspiration boards adorns the walls, for showcasing ideas, design samples, prototypes, graphics, colour palettes, and photographs, serving as a constant source of inspiration for students and designers alike.</p> <p>The Design Studio stands as a testament to a thoughtfully designed space that encourages the</p>	<p>Choose level of compliance:</p>

growth, design and artistic exploration of its occupants.

Finally, for presentation purposes, the Design Studio is equipped with:

- Interactive Board
- 1x Podium complete with:
- Region Free DVD player
- HP EliteDesk 800 G3 Tower PC with:
- Operating system Genuine Windows® 10 Professional
64 Processor: Intel® Core™ i7-7700 7Gen 3.6 2400MHz
Quad Core 16GB
DDR42400NECC Unbuffered memory
- 256GB Solid State Drive
- 1TB Hard Disk 7200RPM
SATA-6G 3.5in
- NVIDIA GeForce GTX1080
8GB FH PCIe x16 GFX

In addition to the Design studio, the university has a Mac Lab featuring 10 iMac desktop computers with the latest specifications. Two additional, themed labs have also been recently finalised which are especially relevant to MSc UX Design students.

Furthermore, the University is well stocked with stationery including sufficient supplies of pens and pencils, colour markers, whiteboard markers, permanent and non-permanent markers, flip charts, sticky notes, A4 and A3 printers, colour printers, stock of paper of different thickness/weight and quality, etc.

Additional resources and design materials have been purchased, specifically for this programme, ranging from sticky notes of different sizes and colours, to professional markers, to a 3D printer, various Arduino microcontrollers, Drones, etc. as mentioned above.

	<p>For the complete list of equipment and photographic evidence see APPENDIX I.</p>	
<p>There are no apparent lab managers or lab personnel/teaching assistants to provide laboratory assistance. It is recommended that a UX lab be stocked, re-supplied and updated by a lab manager or similar person in an ongoing conversation with teaching staff.</p>	<p>For the starting expected cohort of 10-20 students, our existing technical staff will be providing the necessary lab support. Any supplies and equipment will be closely monitored by the technical personnel assigned in collaboration with the academic team.</p> <p>Furthermore, specialised trainings are organised to academic and IT and technical staff at the beginning of each academic year (e.g., 3D printer training, Interactive boards training, etc.) to ensure the fully utilisation of the capabilities of these resources.</p>	<p>Choose level of compliance:</p>
<p>There are programme modules that only tangentially touch on state-of-the-art and emergent topics in UX design and adjacent fields. These include the courses; Research Methods (RM), Industry Project (IP) and IT Projects and Programmes (ITPP). For RM, it is somewhat striking that the course is taught across a very broad set of disciplines. It was also suggested by faculty that the dominant focus on the course is quantitative methods/analyses, and that qualitative/interpretive/or design-based work is not treated on the course in any detail. In a UX context, this amounts to a singular focus on “formal methods”. The EEC recommend that the UX Design students are exposed to a broader set of methodological reflections, including inter alia: anthropological methods and analysis, participatory and cooperative design methods, design facilitation, design science approaches, pragmatism, and abductive reasoning (e.g. design as inquiry, iterations in design reasoning, etc.).</p>	<p>We would like to thank the EEC for the constructive feedback. The academic team of the programme has considered the suggestions of the EEC and has enhanced the Research Methods module with UX-specific topics and methods including anthropological methods and analysis, ethnographic studies, participatory and cooperative design methods, design facilitation, design science approaches, etc. The module has been re-named Research Methods in UX and it is available in APPENDIX I.</p> <p>Furthermore, the modules Industry Project (IP) and IT Projects and Programmes (ITPP) have been removed from the programme, as per the EEC’s suggestion, and the programme has been enhanced with two (2) new bespoke modules (CO4xxx-Digital Skills and CO4xxx-Design Thinking), plus two new elective modules (CO4755, MD4044).</p> <p>The new Programme Structure reflected in Table 2, APPENDIX I.</p>	<p>Choose level of compliance:</p>

<p>The EEC are concerned that the ITPP is a generic module on software development/project management. While project management skills are indeed relevant (e.g. understanding the concept of agile development and iterations in design work), the focus here seems to be on software development methods. For example, a question remains as to whether formal frameworks such as PRINCE2 belong on a course such as this or if these kinds of certifiable skills and formal qualifications are better pursued externally. While a robust defence of this inclusion was provided by staff the EEC remain unconvinced. The EEC require that this module be replaced with a module more closely aligned with UX Design. The EEC believe this would provide more curricula space for exploration of UX design/evaluation in non desk-top media forms including VR/MR/AR.</p>	<p>The ITPP module has being removed and it has been replaced by a selection of other electives with a stronger UX affinity, while covering the desired skills in software design, development, innovation, entrepreneurship, and project management:</p> <ol style="list-style-type: none"> 1. CO4xxx Design Thinking (including design principles for varied interfaces, design thinking in user experience, design thinking process and design thinking styles) 2. CO4755-Mobile Application Development (Advancements in mobile and wireless network technology, Context-awareness and mobile computing) 3. MD4044-Entrepreneurship Theory and Practice (Innovation awareness, entrepreneurial skills, values, and behaviours, creative thinking practices, creating, appraising and presenting entrepreneurial ideas) 4. COxxx-Digital Skills, which covers key skills including project management skills specific to UX and software design and development (e.g. understanding the concept of agile development and iterations in design work), along with tools and techniques for digital content design and development. 	<p>Choose level of compliance:</p>
<p>The EEC are concerned that the coexistence of both an IP project and a dissertation is simply replicating learner outcomes. To this ends they would recommend the replacement of the IP Project with an alternate module to provide digital skills.</p>	<p>We would like to thank the EEC for the recommendation. The IP Project has been removed and a new, bespoke module CO4xxx-Digital Skills has been introduced – See APPENDIX I.</p>	<p>Choose level of compliance:</p>
<p>The EEC would encourage the inclusion of topics such as</p>	<p>We thank the EEC for their suggestion. We agree that</p>	<p>Choose level of compliance:</p>

<p>innovation strategy or entrepreneurial value theory and similar topics.</p>	<p>stimulating students' innovative and entrepreneurial mindset is important. A new module has been introduced: MD4044-Entrepreneurship Theory and Practice. This module is designed to provide an insight into entrepreneurship and to maximise the potential for stimulating students' entrepreneurial mindsets. It emphasises entrepreneurial skills, values, and behaviours in different contexts and raises awareness of innovation (including creative thinking techniques) - See APPENDIX I.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC have identified a number of areas for improvement: (1) The staff associated with the programme are all drawn from one School. In the context of the M.Sc User Experience Design opportunities would exist for the involvement of staff from other Schools or indeed other areas of expertise within the School.</p>	<p>With the introduction of the new Department of Arts, Media and Communication, recently approved by CYQAA, we would like to ensure the EEC that the academic teams delivering this programme of study are coming from various departments of the University:</p> <ul style="list-style-type: none"> • Department of Sciences, • Department of Arts Media and Communications, and • Department of Business and Management. <p>The academic team of the programme considers that the interdisciplinary expertise will enhance the provision of the programme blending an array of creative, design-oriented, and innovative approaches.</p>	<p>Choose level of compliance:</p>
<p>(2) It is unclear why particular modules form part of the curriculum and consequently some staff teaching and delivering these modules seem to have less affinity with the overall award area.</p>	<p>The new structure of the MSc UXD as reflected in Table 2 in APPENDIX I, is delivered by academic staff with expertise in the specific areas.</p> <p>The modules in question are replaced with others with a much higher affinity to UX Design, and staff delivering them have experience in UX Design.</p>	<p>Choose level of compliance:</p>
<p>(3) A need exists to consolidate further the subject specific content rather than generic modules that are offered in other award programmes to different cohorts. While this presents an efficiency and certain economies to the University it does not deliver the specialised and focused curricula that would be expected around an M.Sc in User Experience Design. Furthermore it misses an opportunity in terms of curricula</p>	<p>The programme structure has been further enhanced taking into consideration the valuable feedback of the committee and new bespoke UX-specific modules have been introduced (Digital Skills, Design Thinking) to incorporate more UX-related topics.</p> <p>Additionally, new electives have been incorporated.</p>	<p>Choose level of compliance:</p>

<p>innovation and differentiation of the course offering on a National and even International stage. This targeted and specific M.Sc necessitates more bespoke modules that simply replace some of the generic modules currently suggested like those of Research Methods and IT Projects and Programmes.</p>	<p>The IT Projects and Programmes and the Industry Projects modules have been removed and are replaced with more relevant modules to enhance innovative and entrepreneurial thinking and creating, appraising and presenting entrepreneurial ideas (MD4044 Entrepreneurship Theory and Practice); accessibility, usability, and context awareness (CO4755-Mobile Application Development), amongst other skillsets.</p> <p>Furthermore, the CO4xxx Research Methods in UX has been updated to emphasise the skills required by students undertaking the MSc UX Design.</p>	
<p>(4) The EEC would recommend an explicit sabbatical/research leave policy be introduced and operationalised in order that staff may rejuvenate their research base.</p>	<p>The University Senate has developed and approved a Sabbatical scheme that runs successfully at the University for the last couple of years. Four (4) members of the academic staff have already taken advantage of this scheme that proves significant benefits to both the academic member of staff and to the School/University through, for example, high-quality research output or substantial increase in external research funding.</p> <p>The University recognises that high quality and impactful research can be a result of a variety of activities, which could vary across academic discipline and may encompass but is not limited to: practice-based research, action research and client-focussed research; working with external agencies in research-user networks; entrepreneurial activities involved in knowledge transfer and research impact; scholarly activities that will enhance learning and teaching and/or student experience; research income generation. Academic staff can also pursue research during a secondment to other organisations including universities and other partner research centres, in line with the University's strategy and policies.</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
<p>The decision to admit students from all disciplines broadening access and presenting the opportunity for multi-disciplinary discussion and exchange of ideas within the prospective student cohort. However, this poses a significant challenge namely that of mixed-ability teaching. Considering the relatively small number of anticipated students it could be the case that students lacking core digital skills struggle to keep up or miss opportunities to work with emerging leading edge digital tools. The EEC requires that a mandatory module be introduced to provide the requisite digital skills for less computer literate students.</p>	<p>We thank the EEC for this recommendation. To ensure an inclusive teaching and learning experience, a new bespoke module CO4xxx-Digital Skills has been introduced to provide the requisite digital skills for less computer-literate students.</p> <p>See APPENDIX I for the Module Descriptor.</p>	<p>Choose level of compliance:</p>

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
<p>The EEC encourages the Department to continue to invest in state-of-art classrooms/labs and complementary facilities to successfully deliver participative, active learning. In addition, 3D printer(s), additional VR Headsets, eye-tracking equipment are recommended to be added to the existing resources.</p>	<p>We are in full agreement with the EEC recommendation. The Head of the Department will closely monitor the needs of the department in terms of classrooms, labs, equipment, etc.</p> <p>Most lecture rooms have already been equipped with state-of-the-art Interactive boards and the remaining will be equipped before the new academic year.</p> <p>The University already has available the following equipment: 1. Multiple VR headsets (at least 5 Oculus Meta Quest, at least 1 Microsoft HoloLens, Many Google Carton VR headsets); 2. Professional grade eye-tracking equipment (Eye link portable duo); 3. 3D Printer (Bambu Lab X1 Carbon combo)).</p> <p>See APPENDIX I for the list of available equipment.</p>	<p>Choose level of compliance:</p>
<p>The EEC strongly recommends the provision of a dedicated space with dedicated equipment for usability testing and user studies facilitating observation studies via for example one way mirrors.</p>	<p>The Design Studio is a dedicated space for design related programmes including MSc UX design. It has been meticulously crafted to accommodate design-oriented activities from drawing and sketching to usability testing and user studies, and to ignite students' creativity. See APPENDIX I for a list of labs, studios, and research centres.</p> <p>Similarly one-way mirrors are available in the Observation room of the Psychology and Cognition Lab which will be available to MSc User Experience Design students for user studies and other related to their studies activities.</p> <p>Moreover, captivating inspiration boards adorns the walls, for</p>	<p>Choose level of compliance:</p>

	<p>showcasing ideas, design samples, prototypes, graphics, colour palettes, and photographs, serving as a constant source of inspiration for students and designers alike.</p> <p>These rooms can be explored using the online VR tour: https://virtualtour.uclancyprus.ac.cy</p>	
<p>The EEC note that the library and study rooms do not have 24h access during exam periods. The EEC would encourage some reflection on this policy.</p>	<p>The student access to the University premises is available by using their student cards. Study rooms are easily accessible and available on request outside the University operations hours. The University Library can also be accessible outside its operation hours on request. Until now, there wasn't any request registered during the academic year nor specifically during the exam periods for the use of the Library outside its operation hours.</p>	<p>Choose level of compliance:</p>
<p>An increase in the number of students together with the rapid pace of technological advancements, especially in the context of UX Design would necessitate constant equipment upgrades as well as additional student support resources. The EEC recommends that this periodic review and investment be planned for within financial models.</p>	<p>We agree with the EEC that during the annual monitoring process the enhancement of the student support resources should be budgeted for the next academic year provision accordingly with the University Financial model. As part of the Continuous Course Enhancement (annual monitoring) process of the University, the Course Leader prepares an yearly report on the academic provision of the programme during that specific year and identifies any needs necessary for the successful provision of the programme based on the feedback collected from students, academic staff, external examiner and other stakeholders. The needs identified are presented to the Head of Department for their consideration and approval and respectively, further included in the budget of the Department for its approval by the Rector, CFO and CEO.</p> <p>Additionally, we have already made a provision in the Department budget, proportionate to the number of students, for any necessary student projects</p>	<p>Choose level of compliance:</p>

	<p>equipment (as for example, in the past we have purchased VR goggles, drones, robotics, specialized graphics cards, etc.).</p> <p>The Student Support Department maintains a separate budget for activities that enhance the student experience, such as field trips, invited speakers, etc.</p> <p>A separate budget is also assigned to IT Department, Technical team and Library to cover diverse needs across the University.</p>	
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6. Additional for doctoral programmes
(ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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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>The EEC were impressed with the energy, enthusiasm and conviction of the University and Department to undertake this proposed M.Sc. in User Experience Design.</p>	<p>We would like to take this opportunity to thank one more time the EEC for their valuable and constructive report that enables us to enhance the provision of MSC User Experience Design programme and offer our prospect students a high standards of quality Master’s degree. Indeed, our team is looking forward with enthusiasm on the possibility to offer a Master programme of an excellent academic level that prepares its graduates to the work market.</p>	<p>Choose level of compliance:</p>
<p>The EEC believe this programme would build upon some established expertise. This is being complimented with further emerging expertise. The EEC encourages the University to enable the further consolidation of this research hub through appropriate workload allocation models, research leave schemes and further strategic UX hires.</p>	<p>Research is at the core of the Department’s and the University’s strategy and we consider it vital for our academics to be productive in research. To ensure and support this, the Department (and the University) operates an academic workload model, which follows an interactive process of defining the academics’ yearly workload and considers each academic’s individual plans. As a result, the workload model provides the necessary foundations and processes to be able to adjust the distribution of academics’ time between teaching, research and administrative duties. In summary, the workload model is prepared by all academics before the commencement of the academic year, and it is reviewed and discussed with the Head of Department. The standard target distribution of the academics’ workload hours is 40% teaching, 40% research and 20% administration, but during the annual review, other adjustments can be made according to the academic’s research output and engagement. The workload model considers several aspects of the responsibilities of the academics on the aforementioned three areas, along with the time allocated to each. As a result, once the model is prepared, academics who are above the allocated 40% research active, can request a teaching reduction and increase in research allocation hours. It is the responsibility of the academic and the Head of Department to ensure during the annual review meeting that academics are allocated the needed time to conduct research and be productive in this area. The workload model has been in operation for the last 6 years and it has proven very effective in assisting the University and the academics to keep a good balance between research, teaching and administrative work. It is a process we consider important for the sustainability and strengthening of our research environment, as well as for ensuring that teaching material is enhanced with the latest research developments, and as such, we are committed in continuing.</p>	<p>Choose level of compliance:</p>

	<p>In addition to the workload model, the Department/University offers many other ways to support academic research, including but not limited to:</p> <ul style="list-style-type: none"> • Local Mentoring Scheme • Appointment of Visiting Professors • Sabbatical Scheme • Organisation of targeted research seminars and workshops (e.g. proposal writing, targeting high quality publications, extending research network of collaborators, etc.) • Internal Funding • Administrative and Research support (beyond the University, the School has an additional dedicated officer to support the academics) • Professional Development funding • Access to a wide range of research databases • Access to UCLan UK Research Resources and support <p>Hires The Department has already advertised the position with a specialisation in UX Design, and the HR department is currently reviewing the submitted applications (see respective advertisement in APPENDIX I).</p>	
<p>The EEC believe that first mover advantage for this programme would garner a significant opportunity for UCLan Cyprus.</p>	<p>We would like to thank EEC for the positive feedback on the impact that the MSc User Experience Design programme will have on the local market. Our Marketing team will leverage the first mover opportunity to promote this programme to the local market, but also to the international market.</p>	<p>Choose level of compliance:</p>
<p>The EEC are broadly supportive of the proposed programme but not within the current curricula structure proposed.</p>	<p>The academic team has seriously taken into consideration the valuable feedback provided by EEC and the programme structure has been further developed and enhanced as available in Table 2 of the APPENDIX I.</p>	<p>Choose level of compliance:</p>
<p>The EEC believe that were the recommendations delivered upon the programme would be innovative, internationally competitive and represent an enhanced educational offering.</p>	<p>Thank you for your constructive feedback that has enabled us to enhance the programme's curriculum, uniqueness, and educational offering.</p>	<p>Choose level of compliance:</p>
<p>The EEC are of the opinion that a market need exists for this course and a latent labour market exists for future graduates of this course.</p>	<p>We are in agreement with the EEC since this was also the outcome of our market research.</p>	<p>Choose level of compliance:</p>
<p>The EEC strongly recommends the following curricula changes:</p>	<p>We would like to reassure the EED that all the suggestions and recommendations have been</p>	<p>Choose level of compliance:</p>

<ol style="list-style-type: none"> 1. Removal of module CO4830 IT Projects and Programmes 2. Removal of CO4904 Industry Project 3. Revision of CO4828 Research Methods module to include more comprehensive UX focused research methods. 4. Inclusion of a new UX specific modules addressing issues like assessment of immersive technologies, accessibility and design thinking. 5. Inclusion of a new digital skills module. 6. The EEC would encourage the introduction of Electives. This would potentially enable Computer Science students who would not need to undertake the digital skills module to undertake alternate module(s). 	<p>seriously and meticulously considered by the programme team.</p> <ol style="list-style-type: none"> 1. CO4830-IT Projects and Programmes has been removed. 2. CO4904-Industry Project has been removed. 3. CO4828-Research Methods module has been renamed and enriched to include more comprehensive UX focused research methods. The module is now CO4xxx Research Methods in UX. 4. CO4xxx-Design Thinking is a new, bespoke UX-specific module which has been introduced to address topics including assessment of interactive interfaces and immersive technologies, accessibility and design thinking. 5. CO4xxx-Digital Skills is a new, bespoke module which has been introduced to enhance the curriculum and upskill non computer literate students. 6. The programme structure now includes five (5) optional modules (see section 2 on page 8) <p>The amended programme addressing points 1-6 is available in Table 2.</p>	
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C. Higher Education Institution academic representatives

Name	Position	Signature
Dr Andriani Piki	Course Leader of MSc User Experience Design	
Dr Christos Karpasitis	Head of Department of Arts, Media and Communication (DoAMC) Chair of the DoAMC Academic Standards and Quality Assurance Committee	
Dr. Cosmina Theodoulou	Chair of UCLan Cyprus Academic Standards and Quality Assurance Committee	

Date:01.07.2024

