

Doc. 300.1.1

Date: 16.6.2025

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Humanities and Social Sciences (SHSS)
- **Department/ Sector:** Department of Design and Multimedia
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
n/a
In English:
Fine Art, Bachelor of Arts, 240 ECTS
- **Language(s) of instruction:** English
- **Programme's status:** Validated

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].

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC were very well supported by our host UNIC during our visit. We met with the senior management team, UNIC academic directors, the teaching staff, students, alumni, UNIC student support and the librarians. We were able to visit the programme's technical workshops in the main building and the art school building. We saw the studios and the work exhibited during the current open studios. The visit was comprehensive and allowed the EEC to gain insight into all of the key areas covered by the CYQAA review process.

Students and alumni were very positive about their experiences on the programme. They praised the programme's sense of community, the quality of UNIC's communication and the inspiration of their professors. The panel heard each member of staff present their teaching and research. It's very clear that the professors in UNIC are very passionate about their work as well as skilled and committed educators. They present students with a wide array of possibilities of what an art(s) career might be and do an excellent job in continuing to support their alumni in a career that "fits".

External Evaluation Committee (EEC)

Name	Position	University
Professor Neil Mulholland	Chair of Contemporary Art Practice & Theory; EEC Chair	The University of Edinburgh
Professor Jan von Bonsdorff	Professor of Art History	Uppsala University
Professor Susanne Clausen	Professor of Fine Art	University of Reading
Charis Eleftheriou	Student representative	TEPAK

B. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

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.

Strengths

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

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.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*

- conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*

- *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

Standards

1.1 Policy for quality assurance

All the requirements for CYQQA are clearly met.

1.2. Design, approval, on-going monitoring and review

All the requirements for CYQQA are met.

1.3. Public information

All the requirements for CYQQA are clearly met.

Very good connections with Community leaders, resulting in research activities and student opportunities (exhibitions, internships, placements, etc) ensuring that the program's public information is relevant and resonates with the contemporary local and societal context.

Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

All the requirements for the CYQQA are clearly met.

Strengths

1.2 Design, approval, on-going monitoring and review

The design of modules and their review is, in general, well supported by the QA Policy.

The staff collaborate with industry experts for curriculum development and external stakeholders to ensure continuous alignment with market needs.

1.4 Information management

Good support for the management of sensitive student information.

Alumni testimonials are included, and are a realistic portrayal of program outcomes. Alumni are well supported by the programme, it maintains contact and the alumni are all very positive about the programme.

Areas of improvement and recommendations

1.2 Design, approval, on-going monitoring and review

It would be helpful to review and standardise the summative assessment process - i.e. all summative feedback for all modules should be written and there should be feedback on each Learning Outcome.

The external industry experts do not appear to *directly* engage with the design of courses, but this seems appropriate. There is connection with external academic experts to maintain academic rigor, but no formal external examination process (which is not required anyway in Cyprus).

While the students are taking a major role in the learning process and their feedback on the courses is taken into consideration in the programme design, there's no formal mechanism by which students elect peers to represent them in the Department Quality Committee. UNIC needs to have a clear policy and practice on how students elect their representatives for this Committee.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

2.1 Process of teaching and learning and student-centred teaching methodology

Strengths

The EEC recognises a good mix of practice and theory modules, flexible and diverse teaching and a variety of pedagogical methods as well as updated edutech in the programme.

Students are encouraged to take an active role in creating the learning process by selecting the courses and negotiating the internships that they undertake through the programme. The ability to choose courses from across SHSS is vital and has supported students as alumni very clearly. e.g. graduates have gone into education and bookmaking, some have gained jobs directly in relation to their internships.

The programme is very much student-centred in its design and in its approach to assessment.

The programme makes good use of VLEs (moodle + Turnitin).

Students' different abilities, learning needs and learning opportunities are supported through concessions and adjustments at UNIC level.

Students are actively involved in research, including some staff research projects. This is highly beneficial to students and has supported their work as alumni. The programme has generated some high profile un/conferences and events and students have benefited greatly from the research culture of the Department (like for example 'Learning with Mountains: Recalibrating How We Understand Art and Planet' (February 6-8, 2025). The conferences seem to feed the curriculum in terms of content and approach.

Areas of improvement and recommendations

The program emphasises post-Renaissance art, particularly modern and contemporary periods, aligning with the Department's ADM profile. However, excluding pre-modern art, architecture, design, and built environment studies limits a comprehensive curriculum in the field of art history. As Cyprus evinces a totality of cultural history from Neolithic times onwards, this seems like an unnecessary void, also for prospective artists and designers. To address this, the programme might choose to include one or all of the following: 1) broader historiographical and theoretical overviews in art history; 2) the contemporary theories already implemented, concerning visual culture and the social dimensions of art, could be effectively complemented by an agency-oriented approach drawn from Bildwissenschaft. 3) This approach is one already taken to some extent – using *Thematic Integration* as a teaching and research strategy is very effective (e.g. Border Studies and liminality topics)/ This approach can easily reflect Cyprus's cultural and political dynamics effectively.

The literature lists might be revised and shortened, ensuring that students engage thoroughly with the essential overview texts included.

2.3 Student assessment

In general, assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. However, there are worrying inconsistencies in how summative

feedback is completed and returned to students. In some modules it is written, in others not. This point was verified by the students and staff. As such, summative assessment does not consistently allow students to demonstrate the extent to which the intended learning outcomes have been achieved. To avoid disparity, the summative feedback must be written and follow the same process across all modules in the programme.

Assessment is always carried out by more than one examiner. However, in some modules assessment is carried out by large teams. It's not clear how this functions. Using a large team of assessors tends to generate a flat GPA curve (i.e. it averages out and all students get a B). It's also not anonymised which creates peer-pressure on each examiner. Examiner teams should be small to prevent this.

Staff use moderation, but the EEC do not know *how* the work is moderated. The process of moderation needs to be clearer or made available to the EEC. Presumably the students do understand how moderation operates?

The programme team might wish to create rubrics for each module. Each LO in each course would have to have its own grade rubric (a "pass" would be the LO). Having this in place would support assessment teams (by more than one member of staff) and ensure parity. It would also greatly improve students' assessment literacy. See: e.g. Advance HE in the UK have lots of advice on the use of rubrics: <https://www.advance-he.ac.uk/knowledge-hub/using-rubrics-improve-marking-reliability-and-clarify-good-performance>

The module organisers should review assignments to ensure that they are suitable to students with different abilities and learning needs. For example, it would not be appropriate to insist that all students give an oral presentation. To support students with different abilities and learning needs there should not be 'alternative' assignments (this is a form of discrimination), rather, all (optional) assignments should be *accessible*. This means some modules may have to have more than one assignment option. EEC suggest following the UDL guidelines on this:

<https://udlguidelines.cast.org>

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant

2.3	Student assessment	Partially Compliant
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3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- Institutions ensure the competence of their teaching staff.
- Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.
- Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.
- Innovation in teaching methods and the use of new technologies is encouraged.
- Conditions of employment that recognise the importance of teaching are followed.
- Recognised visiting teaching staff participate in teaching the study programme.

3.2 Teaching staff number and status

Standards

- The number of the teaching staff is adequate to support the programme of study.
- The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.

- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Strengths

Teaching staff academic and artistic qualifications are more than adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.

The EEC were very impressed with the staff. The staff clearly have ownership of their own courses and have managed to align them with their research. The staff are well respected artists and scholars with very good evidence of their research standing internationally. A number of staff have PhDs (high percentage compared with many EHEA BAFA programmes).

The degree programme has an excellent programme of recognised visiting teaching staff who participate in teaching. This a very clear improvement since the programme was reviewed in 2019.

The number of the teaching staff is more than adequate to support the fine art programme.

The teaching staff collaborate in research-led teaching in UNIC, in Cyprus and with international partners. The research they conduct is well integrated into the curriculum, very directly evident in what is being taught and how it is taught. The shift toward thematic integration - using themes such as 'water', 'environment', 'walking', etc. is very evident not only in terms of what links the staff together in terms of research, but in what is being taught.

Student evaluation is conducted in the form of student module feedback, it is analysed and taken into account by teaching staff.

Areas of improvement and recommendations

Professional and teaching-skills training and development. The EEC are not sure if teaching staff regularly engage in HE lecturer-training and professional development. This would be worth investigating in terms of EHEA support for UNIC.

The staff are very active researchers and their work is clearly of high quality. This is shown in the output of anthologies and articles listed by the teachers. Much of their work is recognised as research across the EHEA, but not, it would seem, in UNIC/Cyprus. As an EU and EHEA member, the Republic of Cyprus' Ministry of Education and Culture should consider how to align national research strategies with the *Florence Principles* on the Doctorate in the Arts (2016) and with the Society of Artistic Research (SAR) *Vienna Declaration* on Artistic Research (2020).

See: <https://elia-artschools.org/page/Florence-Principles-On-the-Doctorate-of-the-Arts>)

https://cultureactioneurope.org/wp-content/uploads/2020/06/Vienna-Declaration-on-AR_corrected-version_24-June-20-1.pdf

This will ensure that the high quality research of SHSS staff in Design and Art is recognised as it is across the wider EHEA.

The allocation of teaching hours is 12hrs per week FTE of a 35hr work week. It's not clear how much of the remainder of the week is dedicated to support for teaching and admin. This would leave staff with an unspecified amount of research time. To set expectations and recognise the work of staff, research time could be defined much as the teaching hours are defined, perhaps as a min. number of hours in an average week?

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 3.1 **Student admission, processes and criteria**
- 3.2 **Student progression**
- 3.3 **Student recognition**
- 3.4 **Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*

- *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

Strengths

4.1 Student admission, processes and criteria

The programme offers student scholarships, which is laudable, the terms of which (maintenance of GPA) are clearly published.

The published programme admissions criteria are clear and set at the appropriate level.

Widening Participation (WP) - the programme teaches students how to widen participation in the arts through socially engaged practices (e.g. Art & Place) and ethical practice. There are connections between the programme and Cypriot schools (which now have accredited art exams). Additionally, the programme is very well integrated with arts organisations in Nicosia, Limassol and beyond - so it is able to WP through visible engagement with the arts community.

4.2 Student progression & 4.3 Student recognition

Yes, the admission requirements for the study programme are appropriate. EHEA Cycle standards are used to assess the level of entry, as is appropriate.

4.4 Student certification

UNIC have European Diploma Supplements (EDS) and detail the specific modules and outcomes completed by their students. The EDS provides a description of the nature, level, context, content, and status of the studies that were pursued and successfully completed.

Areas of improvement and recommendations

4.1 Student admission, processes and criteria

While the student scholarships terms (maintenance of GPA) are clearly published, it's not clear how many scholarship students maintain the GPA. Is the GPA target attainable? Does UNIC review this to ensure that it is set at an achievable level?

Although the published programme admissions criteria are clear, one of the admissions processes - the interview format - discriminates against disabled applicants, specifically deaf and neurodivergent applicants (autism, dyslexia, Tourette Syndrome or ADHD) who are known to not interview as well as others. Accommodations for, and alternatives to, interviews are required here by European Law. UNIC would also have to provide disability awareness training for interviewers.

WP - the programme's Language of Instruction is English (IELTS 6). Language of Instruction falls primarily under the jurisdiction of the Cypriot Republic. The EEC wonders if this is a barrier to WP since it requires that Greek-speaking Cypriots can speak English. It may be common to have IELTS 6 level English in Cyprus, but, if not, this is a WP barrier.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

4. Learning resources and student support (ESG 1.6)

Sub-areas

- 4.1 **Teaching and Learning resources**
- 4.2 **Physical resources**
- 4.3 **Human support resources**
- 4.4 **Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*

- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

Strengths

5.1 Teaching and Learning resources

The programme uses Turnitin for assignment submissions (good tool for self-detection of plagiarism) integrated into Moodle as the VLE (the best VLE for Higher Ed).

The students are very well supported by the Library in terms of learning resources. The Library updates its stack regularly, aligning it with the bibliographies for each module. They purchase e-copies so that all students can access materials (and do so remotely) and they even purchase 'teaching copies' of books for staff.

Librarians are very knowledgeable and approachable; they support students to find the bespoke resources they need (as do lecturers). Students are very well supported by the interlibrary loans system and the excellent Cyprus Library Consortium (100K, 1 million e-books, 100K journals.) This is clearly scalable since the system is predominately e-focused.

The use of e-resources is also adaptable to flexible modes of learning and UDL-friendly (use of different modalities: text, audio, video, and hands-on materials to address the needs of visual, auditory, and kinesthetic learners.)

The University of Nicosia acknowledges establishing and maintaining good practices in the use of AI tools (LLMs and multimodal generative AI) across its operations in its Policy for the Use of AI Tools (March 2023).

5.2 Physical resources

The students have high quality purpose-built studio spaces and a variety of fabrication workshops with dedicated technical support from the Technical Officer (Adjunct Lecturer).

This includes wood, metal, print, ceramics, etc in the art school buildings, but, additionally, to animation, A/V & TV, radio and a new state-of-the-art VR studio in the main building.

The students benefit from extensive partnerships with local galleries and community resources to host external exhibitions and the annual degree show.

5.3 Human support resources

Students have academic advisors offering pastoral support throughout the programme. The library offers support and guidance on general study skills.

The use of e-resources is scalable, also adaptable to flexible modes of learning and fit for UDL purposes.

5.4 Student support

There is good student support for a diverse student population in UNIC. Students were aware of the services available and support is well managed centrally.

Students' mobility is encouraged and well supported. Students are offered good opportunities to engage with staff research projects, for example by being active contributors, and have major conferences organised by teaching staff on campus.

Students benefit from Erasmus+ exchange opportunities and general internationalisation efforts in the department.

Students receive support in research-led teaching through engagement in staff research projects within the Department.

Areas of improvement and recommendations

5.1 Teaching and Learning resources

It would be good to see a UNIC Policy to ensure that all PDFs for teaching are created using accessibility tools to check and repair Alternative Text for Images and to incorporate other standard accessibility features such as OCR. (Such a Policy may already exist.)

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

5. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 5.1 **Selection criteria and requirements**
- 5.2 **Proposal and dissertation**
- 5.3 **Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

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.

Not applicable

Strengths

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

Not applicable

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.

Not applicable

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not Applicable
6.2	Proposal and dissertation	Not Applicable
6.3	Supervision and committees	Not Applicable

C. Conclusions and final remark

This is a small and vibrant programme, with engaged students and staff contributing to a lively academic environment. The environment is notably caring, fostering close connections and a strong sense of belonging among its participants. Its international orientation is evident and appropriate, given both its geographic context and the use of English as the primary teaching language. Participation in international conferences and collaborative projects further reinforces its global outlook.

These international ambitions could be further enhanced by emphasising the distinctive features of the programme - particularly its commitment to decolonial perspectives, multimedial approaches, and relational practices.

The programme is also supported by excellent digital facilities, as well equipped art studios and workshops. There is a community or research active staff, who provide a stimulating research environment, supporting very good research outcomes and providing learning and placement opportunities for students.

Despite the programme's modest size, its overall quality is high, even from an international viewpoint. The EEC believes that this quality, through a greater emphasis in marketing, could be more effectively communicated to prospective students from abroad, mainland Greece, and Cyprus.

The programme could strengthen student representation at programme level, even though informal feedback may already be taking place due to the small cohort size. Establishing clearer structures for student voice would help ensure consistency and transparency in decision-making.

In line with the *Florence Principles* and *The Vienna Declaration* on artistic research, UNIC needs to recognise artistic research and clarify how artistic research outputs are captured. UNIC should ensure that appropriate modes for registering such research outputs in research repositories are in place as they are in other European universities. This will a) increase the international visibility of

artistic research in UNIC b) improve UNIC's international research ranking, c) support the career progression of SHSS staff.

D. Signatures of the EEC

Name	Signature
Neil Mulholland	
Susanne Clausen	
Jan von Bonsdorff	

Date: 18th June, 2025