ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: 19 March 2022

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**

University of Nicosia

- **Town:** Nicosia

- **School/Faculty (if applicable):** Faculty of Education

- **Department/ Sector:** Dance Department

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

  In Greek:

Πτυχίο Χορού(4 έτη/240 ECTS, πτυχίο)

  In English:

  Bachelor of Dance (4 years/240ECTS, bachelor's degree)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):** N/A
  In Greek: N/A
  In English: N/A

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

The onsite visit was carried out March 18, 2022, by an external committee of two members, plus one additional member present online, and a student representative. The programme included presentations and discussions with relevant representants from the university as well as from departmental staff, administrative staff, students, and alumni. In addition, the visit included a tour of parts of the facilities, namely one of the two dance studios, and observation of part of one dance class.

In the preparation for the onsite visit the committee received the Application for Evaluation (including Quality Standards and Indications, and other relevant annexes), and the External Evaluation Report. We had also a zoom-meeting on March 15, 2022, with general information concerning the procedures, led by education officer Emily Mouskou.

Following the onsite visit, the committee convened, with two members meeting in person, and two joining over zoom, to prepare the report on March 19, 2022. In advance of this meeting the committee liaised over notes and points for discussion for the report. It was finalized, signed, and submitted by the committee members the same day.

B. External Evaluation Committee (EEC)

Name	Position	University
Lena Hammergren	Professor Emerita	Stockholm University & Stockholm University of the Arts
Angela Pickard	Professor	Canterbury Christ Church University
Rose Martin (Chair)	Professor	Norwegian University of Science and Technology
Elena Kadi	Student Representative	University of Cyprus
Name	Position	University
Name	Position	University

C. 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:*
    - *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*

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*
    - *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*

- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

Based on the committee's review of the written documentation and site-visit overall, the standards for the policy for quality assurance, the design, approval, monitoring and review of the programme, public information, as well as information management are met. Most areas could be evaluated with the help of the written material (application etc), but aspects of the programme were clarified through presentations and Q&A during the onsite visit. The presentations and sharing of practice from academic staff were in tune with the current dance landscape.

Strengths

Given that this is the only dance programme at tertiary level in Cyprus, this programme offers the possibility for dance to be a viable career option in Cyprus and it is an important part of fostering the cultural landscape in the country. Students go on to a wide range of careers within dance and the arts more broadly in Cyprus and abroad. Many alumni are paving the way for future generations to engage with dance and in turn growing the dance scene and visibility within the country. The completion rate for the programme is very high, which can attest to strength within the work that is taking place.

The programme is working to remain current and consistent with developments in society, particularly from a local perspective. The connection to the regional labour market and relevant community and stakeholder groups is very well developed, and feedback from graduates on this point was very positive. Students have opportunities for performances, internships, and workshops locally and internationally which is excellent and needed. There is clear intention and ambition to further develop the international networking and scope of the programme, despite a limited budget.

The internal evaluation procedure is thorough and reliable. The university's structure for supporting staff and students is well developed and appears to be wide reaching. The university shows good commitment to student health and wellbeing, and administrative support is thorough and systematised.

Areas of improvement and recommendations

There appear to be several modules that are for core study and, with the offer of optional modules as well, this could require significant resources given the number of students that are recruited. Perhaps the range of modules is part of the structure required by the university, however, if there is a way to streamline and focus course offerings through course redesign that could give more strength to the areas that are on offer then that would be of benefit.

The objectives and reading lists for some courses do not seem to have been updated considering the most recent research. It could be possible to add newer and additional texts to courses on dance practices, to offer students progression also via texts and dialogue and work around these texts, not only through dancing. It seems that some of the dance courses use only one and the same text throughout different semesters. The committee would encourage reflection on the choices of texts and how they can be incorporated into class work and activities. However, in the Q&A we find that updating course content and literature has happened or is on its way, and we recommend that this is continued. The committee recommends journals in the field of dance education – Research in Dance Education, and Journal of Dance Education – which specifically offer very current and diverse discussions regarding dance pedagogy and dance education from around the world.

The pedagogical dimension of the programme arrives very late in the education and given that many alumni work as dance teachers we support a strengthening of this part of the programme. There could be the potential for dance

pedagogy to weave further with some of the technique classes for example, and for reflective practices about pedagogical aspects of the technique and choreographic classes to be incorporated into the course designs. If there was to be expansion into the MA space, dance education would be a very sensible and needed avenue. Collaboration with colleagues within the Education programme to share courses around topics such as pedagogical theory, aesthetic / bodily approaches to teaching and learning, and topics such as inclusion and diversity in education could be relevant to co-share between programmes. The committee understands that tighter collaboration between the education and the dance programme will commence soon, however, we would encourage this to be continued in ways that support and sustain both programmes well.

Given the focus and outcomes of the programme that were presented, an awareness of 'the healthy dancer' is evident through body conditioning, Pilates, and release technique. Studying ballet and Graham techniques can be useful as part of the holistic study, but to develop versatile dancers other technical underpinnings are useful. At the same time the committee recommends that a greater focus on analysis, criticality, and reflection would be useful within practice and written work.

Since Cyprus does hold a unique position in the Mediterranean region, the committee would encourage further exploration around the unique identity, framing, and marketing of the programme. Specifically, attention could be given to how the programme might connect with various dance communities, practices, and institutions in the 'North African', and 'Middle Eastern' sphere – especially in the contemporary dance fields in these regions. In turn, this could diversify locations for student recruitment. We understand that such building of networks takes time and are encouraging the programme to continue to actively pursue this, especially as the focus and emphasis on certain dance lineages, techniques, and histories in the programme is also currently being reflected on by staff.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
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

2. 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.*

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.*

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.*

Findings

Overall, there is good consideration of student-centred practices, and this became particularly apparent within the onsite visit and conversations with staff and students. Given that the department is small, there is a supportive dynamic between staff and students where there can be individualised attention given to the needs of students. Processes for carrying out assessment appear to be rigorous and in line with international practices.

Strengths

It is suggested that employability is at the heart of the programme and students are supported to develop their career pathway. Students have a range of opportunities to focus on chosen career pathways and build their skills towards their professional ambitions. There are opportunities for creativity and choreography work (from the on-site presentation this became clear) and this is facilitated with students taking ownership of their choices.

The programme seems to have coped exceptionally well during COVID times, adapting quickly to online learning, and sustaining classes for students and finding new ways to manage the delivery and assessment of courses – especially within the practical dance aspects. Students noted that they highly appreciate the existence of continuous supportive feedback in different formats. Particularly since the period of the pandemic, students experience a fine development of digital teaching modes and innovative pedagogical practices.

Students are given many opportunities to interact with society outside of the institution and this adds in a very positive manner to the department's general social contribution. The programme enables flexible learning paths and welcomes diverse student experiences and backgrounds.

Areas of improvement and recommendations

The written application does not show a particularly well-developed mode of integrating or blending theory and practice, which is mentioned as a goal for the department. On the other hand, the Q&A with teachers illustrated that it exists and is happening, at least in some courses. We recommend that this trend continues to be developed throughout the programme. One possibility to consider further is the inclusion of body theories, for example somatic

practices, to support the links between theory and practice, and the exploration of further professional development opportunities for staff.

The streaming of technique class can bring some challenges rather than keeping students in their year groups. We understand the pragmatics for streaming classes and how combining diverse experiences of technique in the class can be challenging, however the assessment and learning outcomes need to reflect the individual learning journeys that take place within the streamed technique classes. Reflection on how and why the levels of technique class exist can also provide space for pedagogical innovation to unfold.

Modes of assessment could be further developed. For example, only a few course descriptions mention students' self-reflection and peer-to-peer feedback as part of the assessment. Blending theoretical assignments, with practical assignments across all courses in a variety of ways is encouraged. While the committee only watched a small portion of a ballet class and is aware that teaching practices are diverse, we would also encourage a more dialogical approach to the teaching of a technique like ballet. For example, practices such as peer-to-peer activities could be utilized where relevant, critical reflection in relation to what students are experiencing themselves and experience when observing others could be included, and a link back to the pedagogical element of learning dance technique could be emphasised.

During the Q&A we experienced that the department has started to look more critically on some of the foundations of the programme, for example, the choice of major dance genres taught, how to deal with dance forms outside of the Western canon, how colonialization affects the programme, and choice of cultural viewpoints. We support this line of thinking, and we understand that it might be part of long-term development and planning for the programme, and in response to the demands and needs of the student market – locally and globally.

There are opportunities for student voice to be heard but see that the introduction of a regular twice-yearly student forum for example, would give a platform that demonstrates that the faculty value the student voice in a formal setting. This can be a forum that includes celebration of quality as well as problem-solving if students wish for change and / or development.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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 participates 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.*

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> - *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.*

Findings

For the size of the programme, it seems that the three full-time staff and several part-time staff can provide the relevant teaching required for the programme. If the programme was to expand further, especially at the MA level, there would be the need for new hires to be made. Staff are committed to their teaching practice and show genuine interest and care for the students and the programme. Staff are qualified within the relevant areas they teach and have experiences that spans the performance and academic sphere, as well as associated disciplines such as health and wellbeing.

Strengths

The university has an excellent programme for professional development. All full-time members of the staff have participated in the workshops forming part of the university Teaching Certificate, and their evaluation of the contribution it has made to their teaching is very positive. The department shows a good number of published research and performance works over the last years. It is noted that these research outputs continued during the pandemic, even with challenging situations. There is good communication between teaching staff, and many staff are also part of the wider dance community, meaning that they are well networked with the industry and current professional practices.

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.

Given that the fulltime staff members have participated in the university Teaching Certificate, we recommend the department to find ways to continue to support staff to creating a wider variety of pedagogical and innovative methods. This is where we would encourage the engagement with international colleagues where relevant (and as funding allows) to have diverse guest academics teaching on the programme or visiting to engage with academic staff in professional development activities. During the Q&A we are informed that the possibility for teachers from both dance, music, and education to cooperate will improve, and we see this as very positive - both concerning teaching, but also in forming joint research projects, which would create stronger synergies of teaching and research. Synergies between teaching and research are generally strong, however, the educational and pedagogical aspects of the teaching research nexus could be emphasized with more strength. There could be development in relation to co-teaching of courses, and this could be supported by visiting / guest teachers and international academic colleagues. This can offer diverse teaching experiences for students and a professional development and collaboration opportunity for teaching staff to reflect on what they are teaching and how the courses are designed. Greater engagement with research towards PhD study would raise the status even more of the team, especially in the realm of dance education.

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

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

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

> ### Sub-areas
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 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.*

Findings

General university admission processes are followed, and then a departmental admission process subsequently takes place. The admission process that the department has is focused on an audition and interview/discussion event. Students generally progress through the programme as planned, and the programme follows university mandated regulations for recognition and certification.

Strengths

The admission process has a focus on the needs of the individual, and this is excellent to hear. The interview element of the admission process hosted by the department is a strength and enables an opportunity to hear the voice of the student and their ambitions and interests within dance. The improvisation and creative element of the audition process is also a strength, where there is the opportunity for individual movement exploration and creativity to emerge.

Areas of improvement and recommendations

We understand that the number of students who apply to the programme is low and would need to grow to secure an increase in funding for the programme. Since the university has a strong marketing department, we hope that special resources could be given to the dance department for developing a stronger outreach profile, one that also would mirror the current ideas of changing parts of the programme content. This is where we see that the university's emphasis on internationalization could also come into play, and there could be strategic scoping of what international markets might be particularly interested in engaging with a dance degree.

We think the design of the audition procedure could be adjusted, especially if reflection and change is made to the dance techniques offered. Perhaps offering a more workshop-based class, with improvisational tasks, creative movement tasks, collaborative dance moments, discussions, and some dance technique, could be an approach to consider. Contemplating how to include current students and alumni in the audition process (perhaps to teach aspects of the audition) could allow for a conversation for potential students and current / past students to take place. In turn, this might support a broader intake of students with different backgrounds.

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

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

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 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.*

Findings

Teaching and learning resources include a well-resourced and supported library with extensive database access and relevant support available to engage with these and other library resources. Online platforms (Moodle) are used as a learning hub for teachers and students. Relevant online learning and technical support is given as needed. Physical resources for the programme are suitable for the activities that take place. Students are aware of the support services available to them and have used these support services.

Strengths

The university has excellent teaching and learning resources. The staff referred to these several times and appear to actively engage with these resources within their teaching. Students express how accessible and helpful these resources are during the education's different phases. Dance studios are well equipped, and the use of spaces within the performing arts community in Cyprus (local theatres, galleries, etc) enables students to perform and experience different performance locations. An excellent structure exists of different forms of student support from the very start and throughout the education. Within the Q&A with the administrative staff it was noted that they value the face-to-face meeting with students when they enter the university, and the committee commends this approach.

Areas of improvement and recommendations

There is the potential for further communication and collaboration between different resource departments and how different units within the university might exchange ideas and possibilities. Given that the large dance studio space is shared with others outside of the dance programme, there is the potential to consider how resources for further dance spaces could be implemented in a strategic planning alongside the possible growth of the programme. It is also encouraged that library resources are continued to be regularly updated and accessible with current e-books and journals, for example.

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

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

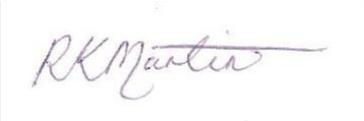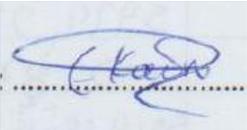## D. Conclusions and final remarks

The committee sees that the programme has engaged with excellent work to establish a dance programme in the local context. Since Cyprus does hold a unique position in the Mediterranean region, there is significant scope for the programme to hold space for the development of dance in the region. The programme immerses students in a range of modules preparing them for a range of career pathways. There are excellent industry links and opportunities for student performance and internships, these activities contribute to the wider social and cultural landscape of Cyprus. The committee is in consensus that all aspects of the programme are compliant.

Since the application was made, we see through the onsite visit that the programme is in a phase of change, and the thinking and reflection on what is offered and why is being explored by staff. Therefore, our recommendations are supportive of the directions that we see emerging through the programme. These developments could be in the short-, medium-, and long-term planning for the programme. Specifically, development in the following areas can be attended to:

- Updating programme and course materials.
- Further reflection and consideration regarding the choices of dance techniques and genres within the programme.
- Consideration of threading the dance education and pedagogy aspects of the programme more throughout the whole degree.
- Continued collaboration with colleagues in the Education programme.
- Continued exploration of the unique identity of the programme, regional links, and the directions and lineages of dance that the programme attends to.
- A greater focus on analysis, criticality, and reflection within the course offerings.
- Further internationalization where possible.
- Ongoing consideration of an MA programme, particularly in the dance education area.
- Greater engagement with research towards PhD study for staff would raise the status even more of the team, especially regarding dance education.
- Initiate formal student forums for the student voice to be further engaged with.
- Broadening and diversifying recruitment where possible.
- Adjusting audition processes to be in line with other shifts within the programme, and to enhance recruitment possibilities.

Overall, the committee were very pleased to see this programme developing and the important work that it is doing. We wish the staff and students in the dance programme the best in their work moving forward.

E. Signatures of the EEC

Name	Signature
Prof. Rose Martin	*RK Martin*
Prof. Lena Hammergren	*Lena Hammergren*
Prof. Angela Pickard	*Angela Pickard*
Elena Kadi	*E Kadi*
Click to enter Name	
Click to enter Name	

Date: 19 March 2022