Doc. 300.1.3

Date: 09/02/2023

Feedback Report from EEC Experts

- **Higher Education Institution:**
  University of Central Lancashire Cyprus (UCLan – Cyprus)

- **Town: Larnaca**

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

  In Greek:

  Διαδικτυακός Σχεδιασμός και ανάπτυξη (4 ακαδημαϊκά έτη, 240 (ECTS), Πτυχίο (BSc))
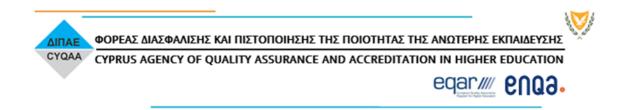
  In English:

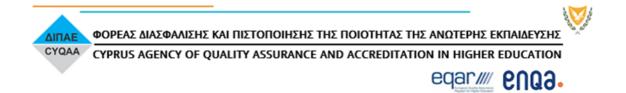 Web Design & Development (4 academic years, 240 ECTS, Bachelor (BSc))

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

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

- **Concentrations (if any):**

  In Greek: N/A
  In English: N/A

A. External Evaluation Committee (EEC)

Name	Position	University
Eleni Mangina	Professor	University College Dublin
Michail Giannakos	Professor	NTNU University
Nicola Ferro	Professor	University of Padua

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI'sresponse
Currently there is no specific policy of review process of the programme to include the external stakeholders' input in a formal context. It is recommended to specify a policy with a target to have the programme review panel and aim on reviewing the curriculum. The industry external advisors should have an active role in the reviews since the role of the courses needs to be more strategic in the context of Web Design and Development in consideration of the current expectations of employers.	We agree with the EEC's recommendation and would like to emphasise that the programme team considers it vital to build and sustain a strong network of partners and long-term collaborations with depth and breadth. Since the development of the programme BSc (Hons) Web Design and Development in 2017, the team managed to develop a large network of national and international collaborators, especially industry partners, which have been informally engaging with the programme in terms of providing advice on curriculum development, industry knowledge/skill needs and student employability aspects. Moreover, our industry partners have been engaging in other educational activities, such as guest lectures, field trips, real case studies, real world student projects, student internships, student competitions, student awards and many more. The University has a very meticulous periodic review policy (as per description in section 9.2 of the programme application) where the external examiner's feedback is formally taken into consideration throughout the process. We welcome the EEC's constructive recommendation to develop a more formal and systematic approach towards including the other external stakeholders' input formally in the periodic review process and we acknowledge the substantial benefit and value this can offer to the programme. To this end, the programme team along with the Head of the School will proceed to form its first Advisory Board, which will provide formal advice and feedback to the programme team, not only in terms of its existing curriculum, but also in terms of future directions and developments. It is expected that the	Compliance

	Advisory Board will be in place and active within the current academic year.	

The EEC recommends that student representation is formally placed in the internal quality review process (including meetings) at all times. The scope of this review should include an analysis of the learning outcomes of the program to identify who are the exact intake of prospective applicants and the content of each course regarding the market needs in Web Design and Development. If an industry and/or student representative is not present, the meeting should not take place.	Regarding student engagement in the review of the programme and internal quality assurance processes, this is something the University and the School of Sciences already has in place. According to our current quality assurance policies, students engage in the processes as follows:
	
	• Student Staff Liaison Committee (SSLC) meetings: For each programme of study and for each year of study, students elect a student representative who is responsible to represent them during the SSLC meetings and be the liaison between the students and the programme's academic team. The SSLC meetings are carried out in a way to provide student representatives the opportunity to provide collective feedback about the programme, individual modules, university services, and the overall student experience, and to make recommendations for further course development and improvements. These meetings are scheduled once per semester (twice in the academic year). Students are asked to provide their feedback on these categories:
	  • Teaching and Learning
	  • Student Support
	  • Assessment and Feedback
	  • Employability
	  • Course Organisation and Management
	  • Learning Resources
	  • University Services
	  • Overall Satisfaction
	Students are also asked to provide what they consider the most positive aspect of the programme/module along with one thing they would like to improve, and identify the most effective elements for their learning
	
	• Module Feedback Questionnaires (MFQs): The purpose of the MFQs
		Compliance

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CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	is to collect feedback from all students for each individual programme module, considering several aspects of the teaching and learning experience, such as teaching quality, learning value, support and guidance provided, assessment, quality of feedback, clarity of the marking scheme, organisation of the module, infrastructure, library resources, learning environment, IT resources, student support services, etc. The results of the MFQs are sent to each module leader, the course leader and the Head of School for internal review and action. Both, SSLC meeting minutes and MFQ results inform the annual Module Leader and Course Leader reports. Actions arising from SSLC meetings and MFQ results are discussed and addressed by the programme team and accordingly, feedback is provided to the students. School Internal Academic Standards and Quality Assurance Committee (ASQAC): Each School has its own internal ASQAC that reports to the University ASQAC. The School Internal ASQAC includes in its membership constitution undergraduate (3rd year of studies) and postgraduate student representatives. The School ASQAC holds three meetings per academic year. During the ASQAC meetings, the students along with the other members of the Committees are actively participating in all matters discussed as per the respective agenda of the meeting. The student feedback is highly valued in terms of enhancement and development of academic regulations, compliance with the CyQAA and UK QAA guidelines and legislation, the portfolio of study, etc. Furthermore, during the School ASQAC meetings, the students are involved in the internal evaluation processes of the respective department/School and the programmes of study under evaluation by CyQAA external evaluation committees. Their role in ASQAC includes the consideration of specific self-evaluation reports in relation to the	

	External Evaluations concerning each School and its programmes of study, in accordance with standards set and published by the QA Bodies, the analysis of internal strengths and weaknesses (SWOT analysis) of the Department /School and programme, as well as external factors that create opportunities and threats to achieve their goals, etc. School Board Meetings: Each school has its own Faculty Board which meets three times per academic year. These meetings include student representatives who are present and participate to the discussions which relate to the development of the programmes.	
The programme is accredited from UClan UK and clear policy should be defined in the cases where a CYQAA recommendation contradicts with the QAA rules in the UK.	In order to safeguard the provision of a double-awarded degree, the University has in place mechanisms allowing variations of the programme' structure from the initial validation of the programme by UCLan under the QAA framework. Rules and regulations, that are different from QAA and CYQAA, have been already agreed and included in the academic regulations of the UCLan/UCLan Cyprus, whereby CyQAA legislation would be implemented in the provisions offered at UCLan Cyprus and any alignment with CYQAA framework is endorsed by UCLan during the validation events. It is worth mentioning that further to the accreditation of the programme by CyQAA, any variation of the final structure of the accredited programme compared to the one validated by UCLan for UCLan Cyprus delivery, will be submitted for additional approval by UCLan as part of the course amendment process.	Compliance
According to the extra material supplied to the EEC by the university, in recent years the student intake has been: ● In 2016-17: 90.91% from Cyprus, 0% International, 9.09% EU ● In 2017-18: 63.64% from Cyprus, 9.09% International, 27.27% EU ● In 2018-19: 100% from Cyprus, 0% International, 0% EU ● In 2019-20: 88.89% from Cyprus, 11.11% International, 0% EU	We appreciate the EEC's comment and the recognition of our efforts towards the increase of the international students' intake of the BSc (Hons) Web Design and Development programme. We are in agreement with the EEC recommendation to increase the student's intake with prioritised region markets and in terms of diversity and inclusion. This remains a priority for us and we will continue with and	Compliance

● In 2020-21: 63.64% from Cyprus, 36.36% International, 0% EU ● In 2021-22: 71.43% from Cyprus, 28.57% International, 0% EU ● In 2022-23: 60% from Cyprus, 26.67% International, 13.33% EU The above numbers are encouraging as they show an increase of international students' intake, and the EEC recommends that a strategy should be defined with prioritised region markets and implemented to increase the diversity and inclusion of the programme.	strengthen our efforts towards these goals. The University recently formed its Equality, Diversity and Inclusion Committee (EDIC) that is responsible to form and monitor the University's EDI strategy, including the University's Gender Equality Plan (GEP). The UCLan Cyprus EDIC is working closely with the respective UCLan UK EDIC and the Chair of the UCLan Cyprus EDIC is a member of the UCLan UK EDIC, thus ensuring effective two-way communication related to EDI matters between the two campuses. UCLan UK is also a member of Athena SWAN, something that informs its actions and strategy, which in turn, informs and guides the UCLan Cyprus actions and strategy. Gender balance of admitted students per programme and for the University as a whole is one of the key pillars of the University's EDI strategy and GEP plan. We believe that our efforts and commitment is also reflected on our new recruitment campaign ("We Embrace"), which highlights the University's strategy to implement a diversity and inclusion approach towards the new intakes. https://www.uclancyprus.ac.cy/new-advert-we-embrace	
In general, there is a good number and distribution of modules throughout the 4 years. Nevertheless, most of the courses focus on the web-design components of the study programme and the web-development part of the course seems to be underplayed. The EEC recommends two different routes in terms of the title of the program and the content of the curriculum depending on what the learning outcomes are and what the targeted markets the graduates will be employed upon graduation. The following changes are recommended based on the choice of title of the BSc program:	The University has decided to go with Option 2 and keep the name of the course as is: **BSc (Hons) in Web Design and Development**. Hence, TE1888, Web Development and TE2888, Data Driven Applications modules have now been moved from Optional to Compulsory as suggested. The updated Modules Descriptors are included in the appendix I. Moreover, as recommended, the Interaction Design module (TE1XXX) will be addressing the basic knowledge and processes needed for designing	Compliance

Option 1: BSc in Web Design: The curriculum currently with the choices of compulsory and elective modules is a BSc for Web Design specialization. The introduction of the courses interaction design and social media management is on the right direction. EEC recommends to make sure that the interaction design addresses the basic knowledge and processes needed for the design of interfaces. The proposed books are relevant, here is also a recommendation, this is one of the most important / widely used books in HCI and interaction design: https://www.wiley.com/en-us/Interaction+Design%3A+Beyond+Human+Computer+Interaction%2C+5th+Edition-p-9781119547259 Moreover, make sure that you use the appropriate tools for wireframing and testing the artifacts (e.g., Framer, Figma). When it comes to social media development, we completely understand that the "use" and "management" of social media is important, but the title is misleading, so maybe renaming it to "social media management" would be more appropriate. Alternatively (this would be even better). The EEC recommends that some components can be added that go outside the mere use and management and rename the course to social media analytics. For instance, students can be introduced to some basic datasets and how they can be visualized / analyzed to support decision making. This can be done with the use of easy visual tools such as Tableau (free) and SPSS (you already have a license for that). Introducing students to those topics will help them to understand the real use and power of social media analytics, instead of following fixed visualizations (that might even be guiding decisions). Such a name will also make the course/study programme more attractive. A BSc in Web Design is part art, part creativity and part computing. When studying Web Design and Development the students are enabled to gain technical and design related skills and keep up to date within this dynamic

interfaces. Students will be working with tools for wireframing and testing such as Adobe XD. The suggested book is now also included in the bibliography of the module. The updated Module Descriptor is included in the appendix I.

The title of the Social Media related module (TE2XXX) will be *Social Media Management* as suggested. Social Media Analytics and Social Media Data Visualisation will be part of the module's curriculum and this is now reflected in the updated Module Descriptor which is provided in the Appendix I.

With regards to the recommendation on offering an optional module related to Data Management, a new module called *Data Management and Analysis* (TE3XXX), is now created to be offered as an optional module in Year 4. As explained in the module descriptor (provided in the Appendix I), this new module will allow students who are interested in web-development to develop a basic understanding of how the back-end and the databases work, as well as the data workflows between the databases and the front end.

With regards to the recommendation of introducing a Final Year Project module which concentrates on concepts covered in previous years such as Front/back-end Web Design and Development, Information Structure, UI Design and Development, UX Research, Design and Engineering, Digital Marketing and Usability Engineering, the University believes that these concepts are already covered in depth in other Final Year modules such as TE3001, TE3009, TE3800 and TE3000, TE3XXX (Data Management and Analysis). These modules in combination with the offered Industry/Client-based projects and Internship opportunities offered during the Final Year of the course provide career opportunities in all the above-mentioned subjects.

area of expertise. This title would target career opportunities in:

- UI Designer
- UX Researcher/Designer
- Digital Marketing Specialist.

Option 2: BSc in Web Design and Development: A programme with this title is expected to equip the students at an early stage with an introduction to computer systems, programming, media, marketing and Human-Computer Interaction. In addition to the courses of Option 1 recommendations, strengthening the web-development component can be achieved, based on the recommendations below (you do not have to apply all of them):
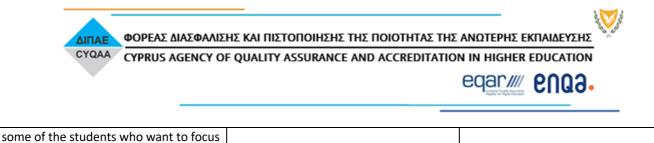
- Moving some relevant optional courses to compulsory. For instance, Web Development TE1888 that provides essential knowledge on JS, APIs, DOM can become a compulsory courses; Data Driven Applications TE2888 that provides some essential knowledge on PHP, MySQL, Json, XML, and the use of some frameworks can also become a compulsory course.

- Adding a course on data management (even as an optional, so students' who are interested in web-development can take it). This course should allow students to develop a basic understanding of how the back-end and the databases work, as well as the data workflows between the databases and the front end.
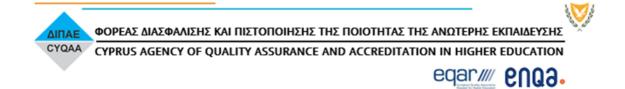
During the final year it is recommended to include a final year project to practice all concepts learned in previous years including User Experience and Information structure. This title would target career opportunities in:

- Front/back-end Web Designer/Developer
- UI Designer/developer
- UX Researcher/Designer/Engineer
- Digital Marketing Specialist
- Usability Engineer

EEC completely understands that adding heavy programming requirements might jeopardize the goal of the study programme and might even frustrate

some of the students who want to focus on the web-design part of the study programme. At the same time it is important to add some essential competence on web-development, such competence will not frustrate students who want to focus on the design part and at the same time will allow some students to gain an essential web-development knowledge. Students and graduates expressed their positiveness in such change, even graduates with web-design focus explained that some additional web-development knowledge will help them in communicating with and understanding of the web-developers in their team.		

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI'sresponse
The assessment methods were chosen based on the fact that this particular domain relies on projects and the respective methods. From the interaction with the students, it was also evident that they get supportive feedback on their academic progress and competence development during their studies. So this method of assessment is adequate and it is appreciated from the students; nevertheless, given yearlong modules and the fact that the use of exams is rare, it will be useful for the institution to consider practices for assuring a good distribution of work and progress throughout the year (e.g., deliverables that contribute to the final grade), and means that minimize any possibility of cheating or hiding behind group projects (e.g., complementing project work and assignment with an oral "exam").	Overall, for all the Yearlong modules the programme has at least 2 assessed components (separate components being assessed during each semester). This makes a good distribution of the assessed work throughout the year. In the case of 2 modules (TE1000 and TE3000) where only 1 final submission exists at the end of the year, there are mechanisms in place for students to submit parts of the assessment throughout the year and receive feedback. This makes students keep working on their final assignment and assures a good distribution of work and progress throughout the year. With regards to group assignments, there are mechanisms in place which are used by the course team to distinguish the exact effort put by each group member so that students cannot hide behind group projects. An example of such mechanisms is the peer assessment forms through which all group members need to provide feedback on their peers' performance on all the assessed components. An example peer assessment form is included in the Appendix I. Oral exams in the form of presentations are already in place and are used to assess the amount of effort put by each group member is through in-class presentations before the submission of group assignments. As recommended, these forms of assessment will expand to include more modules as needed.	Compliance
The selected tools and mechanisms are up to date and appropriate for the respective courses. However, it will be beneficial for the students to be introduced to wireframing tools that allow them to easily design, test and evaluate their artifacts. Such tools are also heavily used in the industry and most of them have a good enough free	Wireframing tools including Adobe XD (wireframing tool owning Figma and currently heavily used in the industry) are already part of some modules including Portfolio Projects (TE3001) and Web Design and UX (TE1800). The course team recognises the importance of such tools and for this reason they will be more heavily used in the new	Compliance

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version, for instance tools such as Figma, Framer and Balsamiq provide this support. Those tools are important for most of the core courses (e.g., UXD, Interaction Design, web design and UX) and the big projects (e.g., portfolio projects).	Interaction Design module (TE1XXX). The module descriptor of the module can be found in the Appendix I.	
Another recommendation has to do with the overlap between the various courses, especially when those courses are compulsory. So, our recommendation is to make sure there is no overlap between relevant courses (e.g., UXD and the interaction design), from the description it seems that there is some overlap in those two compulsory courses. Although a small repetition might be beneficial, the institution needs to make sure that the overlap between compulsory courses is limited.	We agree with the need for keeping overlap between modules under control. Overlap, especially between relevant compulsory modules, is indeed limited and this is now better reflected in the updated module descriptors which provide more information on the taught material covered in each module (see Appendix I) .	Compliance
Moreover, the EEC recommends establishing a clear connection between relevant courses. For instance it is unclear from the descriptions, which elements of CSS are taught in different courses e.g. TE1888 (web dev), TE1800 (web design and UX), and TE1900, or what elements of JavaScript are taught in different courses (e.g., TE1888, TE2888). Just make sure that there is a good progression and limited overlap between courses.	More information on the exact taught material covered in each module has been included in the updated versions of the module descriptors for TE1888, TE1800, TE1900, TE1888 and TE2888 (see Appendix I). This adds further clarity to the connection between modules. The course team has made sure that there is a good progression and limited overlap between modules.	Compliance
The EEC has reviewed the requested updated course workload distribution per semester per year and per course and it has been identified that in specific semesters either the compulsory modules take the max 30 ECTS (without leaving space for elective to be taken) or they exceed the recommended 30 ECTS per semester. EEC recommends a detailed review of the workload and the curriculum of this programme to facilitate the regulations of maximum workload allowed per semester.	As suggested by the committee and as reflected in the updated version of Table 2 (see Appendix I), during the first Semester of Year 3, students will be doing part of TE2800 and the full TE2803 for better balanced ECTS allocation (30 ECTS per semester). Therefore, students will be completing TE2800 in semester 2 together with TE2888 (also compulsory) and 1 Optional module.	Compliance

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

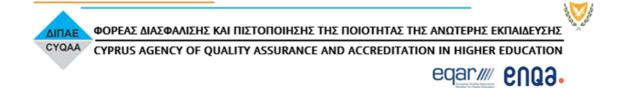| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI'sresponse
The panel recommends in the future to invest on the teaching staff professional development, especially at the early stage of their career, to enable growth for progress. It is commendable the compulsory training of all full time staff the achievement of Fellowship of the UK Higher Education Academy. The UK HEA Associate fellowship is good practice, however it does not necessarily cover teaching in blended learning environment competencies at length.	The University considers academic development, and more importantly, the cultivation of pedagogical skills, an essential element for the successful delivery of a programme and the provision of an effective student experience. As the EEC points out, all academic permanent staff have compulsory pedagogical training through the UK HEA and they all must achieve Fellow level. Beyond that, the University has the Teaching and Learning Enhancement Committee (TLEC) that is responsible to provide training and support for all members of academic staff on a variety of teaching and pedagogical methodologies, including teaching in blended learning environment. Throughout the academic year, beyond the e-learning/ blended-learning seminars and trainings, TLEC provides forums for the exchange and sharing of information between academics who deliver on conventional or e-learning programmes. This takes place through interactive workshops as well as a monthly bulletin/newsletter where academics can write about their own classroom experience. TLEC works closely with the UCLan UK's Centre of Collaborative Learning (CCL), and specifically, the Technology Enabled Learning and Teaching (TELT) unit of CCL. Through TELT, academics have access to several professional development resources including in the following categories: • Inclusive Learning (producing inclusive and accessible content) • Teaching Technologies • Creating and re-using e-learning content • E-learning packages and interactive apps • Graphics and animations	Compliance

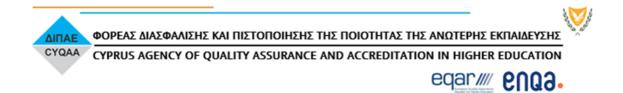|		
	• Video production • Classroom Technologies • Case Studies In addition to the resources available, through e3Hub (part of TELT), academics have access to seminars and trainings focusing on areas such as, but not limited to: • Feedback and assessment • Content creation and curation • Collaborative practice • Digital learning environments • Student engagement • Learning design and development Some of these trainings are compulsory for academics at the School of Sciences. Finally, through CCL, there is an active blog that is shared between both campuses (UCLan Cyprus and UCLan UK) and in which academics can share their experiences as well as best practises in various teaching environments. https://msuclanac.sharepoint.com/sites/TechnologyEnabledLearningTeaching Beyond the above, academics receive support (financial and administrative) by the University to attend external seminars and trainings, according to their individual needs.	
The EEC recommends for the School to establish a 3-5 recruitment plan to anticipate needs of increased student intake, to have the resources for the programme to achieve the strategic objectives.	We agree with the EEC that a strategy is needed to anticipate the programme needs following an increase of students' intake. The Head of the School of Sciences will work closely with the programme team to estimate the needs in resources for the programme to run successfully and at the highest quality. Additional resources necessary from all the departments and services of the University will be planned to allow a smooth provision of the programme. .	Compliance

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

EEC's final recommendations and comments on the HEI's response

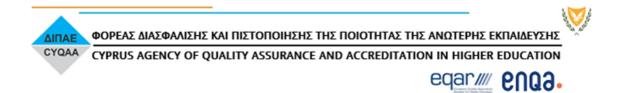| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI'sresponse
To attract larger numbers of students, it may be helpful to actively promote and advertise the positive outcomes and high potential of this programme (good lineup of courses, focusing on an emerging topic, good employability) to prospective students and relevant stakeholders. Institution's strategy (currently being developed) to intensify its efforts in attracting international students is likely to increase students' intake.	We would like to thank the committee for this very useful suggestion. The positive outcomes and high potential of the programme (good lineup of courses, focusing on an emerging topic, good employability) will be more actively advertised during the upcoming promotional campaigns of the programme. The Course Team and the Marketing Department have already discussed the design of the new promotional campaign.	Compliance

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI'sresponse
Inclusion of MacOS in the labs (although it is commendable that support to students with MacBook laptops is provided already)	The School has been informed about the need of inclusion of MacOS in some labs and this will be considered for the preparation of the budget for the upcoming years of operation.	Compliance
The panel also recommends inclusion of an official industry advisory Board along with the existing External examiner.	As explained in previous sections of this report (see section 1 – page 3), along with the existing External Examiner, the course team is currently working towards developing an advisory board which will be part of the yearly review process of the programme.	Compliance
The Department should continue to periodically assess (every 1-2 years) the adequacy and suitability of resources and inform the responsible services of the University for their actions given the target of increasing the student intake year on year.	The Department will continue to periodically assess the adequacy and suitability of the resources and inform the responsible services of the University for their actions given the target of increasing the student intake year on year.	Compliance

6. Additional for doctoral programmes
(ALL ESG)

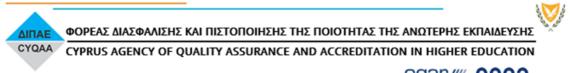_EEC's final recommendations and comments on the HEI's response_

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7. Eligibility (Joint programmes)
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

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C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.
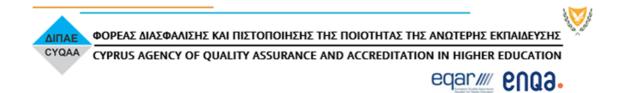
EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	Feedback and final remarks by EEC
Currently there is no specific policy of review process of the programme to include the external stakeholders' and students' input in a formal context. It is recommended to specify a policy with a target to have the programme review panel and aim on reviewing the curriculum. The industry external advisors and students should have an active role in the reviews since the role of the courses needs to be more strategic in the context of Web Design and Development in consideration of the current expectations of employers.	Please see section 1 page 3	Compliance
In general, there is a good number and distribution of modules throughout the 4 years. Nevertheless, most of the courses focus on the web-design components of the study programme and the web-development part of the course seems to be underplayed. The EEC recommends two different routes in terms of the title of the program and the content of the curriculum depending on what the learning outcomes are and what the targeted markets the graduates will be employed upon graduation. Additionally, the programme should be reviewed as indicated in previous sections, in terms of workload allowance per semester for compulsory courses vs. elective ones.	Please see section 1 pages 6-8	Compliance
The panel recommends in the future to invest on the teaching staff professional development, especially at the early stage of their career, in order to enable growth for progress. It is commendable the compulsory training of all full-time staff and the achievement of Fellowship of the UK Higher Education Academy. The UK HEA Associate fellowship is good practice, however it does not necessarily cover teaching in blended learning environment competencies at length.	Please see section 3 pages 12-13	Compliance

The EEC recommends for the School to establish a 3-5 recruitment plan to anticipate needs of increased student intake, to have the resources for the programme to achieve the strategic objectives. To attract larger numbers of students, it may be helpful to actively promote and advertise the positive outcomes and high potential of this programme (good lineup of courses, focusing on an emerging topic, good employability) to prospective students and relevant stakeholders. Institution's strategy (currently being developed) to intensify its efforts in attracting international students is likely to increase students' intake.	Please see section 3, page 13 and section 4, page 14	Compliance
The Department should continue to periodically assess (every 1-2 years) the adequacy and suitability of resources and inform the responsible services of the University for their actions given the target of increasing the student intake year on year.	Please see section 5, page 15	Compliance

D. Signatures of the EEC

Name	Signature
Eleni Mangina	
Michail Giannakos	
Nicola Ferro	

Date: 09/02/2023