

Doc. 300.1.1

Date: 27/10/2022

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

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan – Cyprus)
- **Town:** Larnaca
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** School of Sciences

- **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



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

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) had a site visit meeting on 26.10.2022 & 27.10.2022 to discuss the programme evaluation process. On 26.10.2022, the EEC visited University of Central Lancashire Cyprus (UCLan) in Cyprus and met faculty members, staff and students in order to evaluate the Web Design & Development (4 academic years, 240 ECTS, Bachelor (BSc)). The visit was arranged and facilitated by Natasa Kazakaiou, representing the Agency of Quality Assurance and Accreditation in Higher Education. Prior to the site visit, and in a timely manner, the EEC members were provided with relevant programme documents and videos to review. A final meeting to aggregate the EEC members' contributions to this report and to agree on its final form was held on 27.10.2022. The EEC was presented with detailed information about the university, the department, and the four-year degree programme. During the visit the EEC requested and received additional material including statistics, regulations, policies, and presentations. During the site visit, the EEC met university, school and department leadership peers and professors, teachers, and administrators. The EEC also met current and past students of the programme.

The agenda included several meetings with different stakeholder groups as outlined below:

10.00 – 10.10	Brief introduction of the members of the EEC
10.10 – 10.40	Meeting of the committee with the Rector/Head of the Institution and/or the Vice Rector of Academic Affairs
10.40 – 11.20	Meeting with the Head of the relevant departments, and the programs Coordinators of the programme and short presentation of the School's/Department's structure
11.20 – 12.20	Meeting with the Head of the relevant department, and the Coordination Committee of the programme
12.20 – 12.40	Live attending of course
12.40 – 13.10	Meeting with the Head of the relevant department, and the Coordination Committee of the programme
13.10 - 14.10	Lunch break offered by the institution to all EEC panel and CYQAA officer
14.10 – 15.10	Meeting ONLY with members of the teaching staff on each course for the duration of the year(s) of study (Q&A session).
15.20 – 16.00	Meeting ONLY with students and graduates
16.00 – 16.20	Meeting ONLY with members of the administrative staff.
16.20 – 16.50	Visit to the premises of the institution and discuss main issues with IT Manager, Course Leader and Director of Academic Quality and Compliance
16.50 - 17.00	Coffee break



17.00 – 17.30	Meeting ONLY between the EEC members, to sum up and discuss for any additional clarifications needed, before EXIT discussion
17.30 – 18.00	Meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

Based on the examination and evaluation of the accreditation materials and the online site visit, the EEC concludes that all required standards are fully compliant apart from one exception partially compliant. The present assessment report describes how the standards are met and provides recommendations and suggestions for improving the programme under evaluation.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Eleni Mangina	Professor	University College Dublin
Michail Giannakos	Professor	NTNU University
Nicola Ferro	Professor	University of Padua
Artemis Stivaktaki	Student	University of Cyprus
<i>Name</i>	<i>Position</i>	<i>University</i>
<i>Name</i>	<i>Position</i>	<i>University</i>

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*
- *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*

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*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*

- *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?*

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.

The programme under evaluation is a 4-year (240 ECTS) BSc in Web Design and Development. It was first accredited in 2016, and has therefore been in operation for 6 years. The programme is subject to quality assurance procedures by the University and by the UCLAN - UK. These procedures have a formal status, operationalised by an Internal Quality Assurance Committee. This committee has clearly defined tasks and procedures.

The BSc programme under evaluation is designed with overall objectives that have explicit learning outcomes. Students do not have the opportunity to be involved in the design of the programme. Overall, the programme is subject to a formal institutional approval process.

The programme design reflects the four purposes of higher education of the Council of Europe. The programme is designed so that it enables smooth student progression, and the employability statistics prove the successful outcome. The expected student workload is defined in ECTS, however the EEC finds that it is confusing the year-long programmes, especially while reviewing the workload allocation per semester per module. This point is discussed further down in this section. The programme has strong links with 18 industries (list was provided to the EEC) and volunteering activities (i.e. Red Cross). The EEC could not evaluate the impact of the WorkAsPractice (internship component) as it has not been running yet within the 6 years of the programme operation. Although the guidelines are included in the student's handbook, the monitoring process is not clear (this point is discussed further down in this section). Successful completion of the programme results in a qualification that is clearly specified and communicated, although the title of the programme can be misleading in terms of industry and student expectations on the depth of the curriculum in web development. This point is discussed further down in this section.

The content and the learning outcomes of the BSc in Web Design and Development are not in line with the current standards and expectations in the sector, and it could benefit from some changes. During the site visit it was clearly stated that compulsory credits are involved with core web design content which is not in line with the expectation of a BSc in Web Design and Development. The programme structure and course distribution in semesters are not clearly identified with a list of courses, and the programme title and the course descriptions could benefit from a detailed review process.

The academic staff teaching the courses have the appropriate qualifications which are consistent with the programme level and content. Their teaching load is consistent with common workload distributions in the sector (40-40-20). The programme team has invested on staff with potential of career development and enthusiasm to teach in the programme, while they are also active in research (the School has a rich research portfolio).

It is not clear how the actual student workload is in accordance with the workload expressed by ECTS. There is a clear plan for incorporating students into faculty research activities.

The programme has attracted non-EU students which is positive for the future growth of the programme in registration numbers. Further investigation should take place for the recruitment of international students in the programme, given the increase of non-EU students >25% the last couple of years with clear strategy and targeted regions. Students currently are mainly from National and non-EU market and support services are in place

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. Quality assurance mechanisms are present and fairly well-aligned with international standards, although there is no formal inclusion of industry and student representation at the internal programme review meetings. There is a number of quality assurance mechanisms and formal policies for the development and the management of the programme of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

Quality assurance of the courses is mainly based on questionnaires filled in by students. Based on the feedback, teachers improve materials continuously. However, the process as described lacks transparency. Feedback from quality assurance questionnaires are centrally collected and analyzed.

Currently, there is no final year project thesis, which potentially could be a problem for students that are interested in pursuing further postgraduate studies. There is an expectation in Higher Education for a 4-year BSc to incorporate a final year project that has as a whole or part of it a thesis writing component.

The programme was developed to meet the expectations of the local employment conditions in Cyprus. The employability statistics are encouraging (75% employed, 8% Cybersecurity, 17% MBA) and they are comparable with other programmes' employment statistics in similar programmes.

Strengths

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

In summary, the strengths of the programme are as follows:

1. The small class size of this program allows personal interactions between faculty and students, and efficient monitoring of student progress by faculty members, with appropriate student/staff ratio. It is a positive result for this BSc to see the high employability rate of the students with reputable companies in Cyprus.
2. The faculty members are PhD holders. This ensures high academic standards, which coupled with the ties the school has with the UCLan UK offer the students involvement with collaborative research projects and avail of Erasmus+ mobility. Academic staff are already cooperating in different projects and thus well connected.
3. The academic staff are active researchers and appear to be capable of integrating research and teaching in the regular courses.
4. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate, and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.
5. The programme is clearly designed with an application focus and an intention to integrate theory and practice.
6. Skills learnt in the program enhance the students' employability.
7. The study program is in English.
8. The EEC believes that continually evaluating the quality assurance of the university by non-mandatory external accreditation organizations is a good practice. In particular, the university is encouraged to keep applying for recognised external accreditations to evaluate the quality assurance of its programme
9. Institute representatives, study program leaders and teaching staff expressed their explicit willingness to revise the program according to recommendations by the EEC, and further improve a well-standing study programme. A reaction that is highly appreciated from the EEC, and depicts institutes willingness to devise a high quality study programme.
10. Regarding the students' applications the average acceptance rate (2016-2022) is >80%, according to the extra material supplied to the EEC by the institution and complying with the minimum English Language entry Requirements (ELR)
11. The programme has attracted non-EU students which is positive for the future growth of the programme in registration numbers. Further investigation should take place for the recruitment of international students in the programme, given the increase of non-EU students >25% the last couple of years with clear strategy and targeted regions.
12. Regarding student dropout and suspension of studies, according to the extra material supplied to the EEC by the university, in recent years there has been no dropouts from students, which is a positive indication of student commitment and programme satisfaction.

13. Regarding the gender based registrations, according to the extra material supplied to the EEC by the university, in recent years the program has performed very well. On the basis of the data below, the overall rates are very good, and it is a very positive development to see gender balance

- In 2016/17: 45.45% Male vs. 54.55% Female
- In 2017/18 : 45.45% Male vs. 54.55% Female
- In 2018/19 : 100% Male vs. 0% Female (very low number of registrations: 3 students)
- In 2019/20: 55.56% Male vs. 44.44% Female
- In 2021/22 : 71.43% Male vs. 28.57% Female
- In 2022/23 : 53.33% Male vs. 46.67% Female

On the basis of the above, the overall rates are very good, and it is a very positive development to see gender balance.

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.

1. 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.
3. 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.
4. 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.
5. 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
 - 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.

6. 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:
 - **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 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.

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

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

Sub-areas

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

2.3 Practical training

2.4 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.*

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)?*

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.

The process of teaching and learning supports students' individual and social development through the use of semester-long and yearlong project work (with deliverables and assignments). Only one course has exams, the remaining of the courses use a flexible project-based learning, and considers different modes of delivery and assessment. Students have an active role in the learning process since they are encouraged to be proactive (and in most of the times they are) in presenting their project for early feedback. This student-centered learning and teaching approach encourages the sense of autonomy of the learner, and is in accordance with the domain topic (this is the main way of working in web design and development industry). The teaching methods, tools and material used in teaching are relatively modern and the Institution needs to make sure that they will be regularly updated. The institution has the appropriate procedures in place for dealing with potential complaints from students (e.g., regarding the process of teaching and learning, exams).

Strengths

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

There is a very good learner-teacher relationship and based on the student feedback there is a good practice of communication between staff and students. Moreover, the students' indicated that both the formative and summative feedback provided to them, is meaningful and of high quality. The intended learning goals are assessed through the use of assignments and project deliverables. Moreover, from graduates' feedback it was evident that their competence level when graduating, is of good quality and satisfies industry's needs.

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 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”).

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 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).

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.

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.

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.

TABLE 2: COURSE DISTRIBUTION PER SEMESTER - BSc (Hons) Web Design & Development

A/A	Course Type	Course Name	Course Code	Student learning hours vs. ECTS	Learning Hours
Year 1					
A' Semester (Compulsory: 30 ECTS) – Please review					
	Optional	English for Academic Purposes	EF1707	5*	125
	Compulsory	Advertising and Marketing Communications	MK1006	10	250
	Compulsory	Academic Writing	EF1498	5*	125
	Compulsory	Introduction to Math and Statistics	MA1601	5*	125
	Compulsory	Internet Fundamentals	TE1900	5*	125
	Compulsory	Introduction to Audio-visual Technologies	TE1903	5*	125
B' Semester (Compulsory: 20 ECTS)					
1.	Optional	English for Academic Purposes	EF1707	5*	125
2.	Optional	Managing People and Enterprise Skills	BU1025	10	250

3.	Compulsory	Academic Writing	EF1498	5*	125
4.	Compulsory	Introduction to Math and Statistics	MA1601	5*	125
5.	Compulsory	Internet Fundamentals	TE1900	5*	125
6.	Compulsory	Introduction to Audio-visual Technologies	TE1903	5*	125
<p>*The ECTS indicates the equivalent student workload per semester. The students will receive the 10 ECTS of the module further to successful completion of the 2 semesters (5* + 5*).</p>					
7.	Optional	University Elective	<i>Students can opt for a 10 ECTS University elective that may be a module offered in semester 1, semester 2 or yearlong</i>	10	250

A/A	Course Type	Course Name	Course Code	Student learning hours vs. ECTS	Learning Hours
Year 2					
A' Semester (Compulsory: 25 ECTS)					
1.	Compulsory	Web Design and UX	TE1800	10*	250
2.	Optional	Contextual Studies	TE1000	5*	125
3.	Compulsory	Computer Graphics	TE1803	5*	125
4.	Compulsory	Interaction Design	TE1904	5*	125
5.	Compulsory	Web Development	TE1888	5*	125
6.	Optional	Multimedia Production	TE1775	5*	125
7.	Optional	Video Production	TE1772	5*	125
8.	Optional	Audio Production	TE1771	5*	125
B' Semester (Compulsory: 25 ECTS)					
1.	Compulsory	Web Design and UX	TE1800	10*	250
2.	Optional	Contextual Studies	TE1000	5*	125
3.	Compulsory	Computer Graphics	TE1803	5*	125
4.	Compulsory	Interaction Design	TE1904	5*	125

5.	Compulsory	Web Development	TE1888	5*	125
6.	Optional	Multimedia Production	TE1775	5*	125
7.	Optional	Video Production	TE1772	5*	125
8.	Optional	Audio Production	TE1771	5*	125

The ECTS indicates the equivalent student workload per semester. The students will receive the 10 ECTS of the module further to successful completion of the 2 semesters (5 + 5*).

A/A	Course Type	Course Name	Course Code	Number of Achieved ECTS	Student learning hours vs. ECTS
Year 3					
A' Semester (Compulsory: 40 ECTS) – Please review					
1.	Compulsory	Application Design & Delivery	TE2800	30	750
2.	Compulsory	Graphic Communication	TE2803	10	250
B' Semester (Compulsory: 0 ECTS)					
1.	Optional	Data Driven Applications	TE2888	10	250
2.	Optional	Professional Practice	TE2000	10	250
3.	Optional	Video Post-Production	TE2775	10	250
4.	Optional	Code for Design	TE2801	10	250
5.	Optional	Social Media Management	TE2XXX	10	250

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially Compliant
2.2	Practical training	Not Applicable
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.*
- *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)?*

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.

The programme is delivered by 15 staff members, which is an appropriate number considering the number of modules and the number of students in the programme. 10 members are permanent full-time academic staff (1 associate professor, 3 assistant professors, and 6 lecturers), holding a PhD, and 5 members are part-time associate lecturers, holding either a MA or MsC degree and with industrial experience; there are no visiting professors/lecturers. The number of permanent full-time staff members is twice as the one of part-time staff members, in compliance with DIPAE regulations, and appropriate for the programme. The gender balance is 9 male (60%) and 6 female (40%), which is a positive ratio.

The faculty staff members involved in the programme are adequately qualified, in terms of teaching status and rank, and their CVs are of very good standard, ensuring a high expertise, which is appropriate to deliver a high quality teaching experience to students. Faculty members actively conduct research, participate in international research projects (Horizon 2020 and Horizon Europe), and publish in areas relevant to the programme.

The faculty staff members are involved in joint research activities with peers at UCLan UK via a variety of formal and informal cooperation mechanisms, among which the research centers, seminars, visits, and joint projects.

The research background of the teaching staff informed both the design of the programme and the content of the modules, where theoretical notions, methodologies, and journal papers are introduced to the students. Students are also exposed to some research practices and challenges, for example, via the “Research Projects” module.

The Institution provides regular training opportunities for teaching staff both about emerging teaching methods and new technologies and tools for teaching, as well as peer observation of lecturing and class activities. The Institution encourages teaching staff members to obtain the “PGCert in Learning & Teaching in Higher Education” and 5 out of 10 faculty members have already obtained it.

The Institution adopts a general 40%-40%-20% split among research, teaching, and service load. This results in an appropriate allocation of the teaching load, consisting of roughly 2 days per week on average. Moreover, a reduction of the teaching load is possible for those staff members who are responsible for relevant research grants or have specific responsibilities.

Student evaluation is regularly conducted on teaching staff and on the courses, both during courses and at their end. Results of the evaluation are appropriately analyzed and taken into account by the Internal Quality Committee, also involving students. Moreover, students have access to tables reporting the action taken in response to the evaluation results.

The rules and procedures for career progression are available to the teaching staff and clear to them. For the recruitment of new staff there is a well-defined procedure involving the responsible of the programme, the responsible of the school and the governance of the University; if the new expertise is required for courses specific only to UCLan Cyprus, the candidate profile is defined locally; if the new expertise is required for courses shared with UCLan UK, the candidate profile is defined jointly by the two institutions. The recruitment happens via an open call and the recruitment committee consists of internal and external experts. While the procedure is clear and well defined, the programme/Institution does not have a 3 (or 5) years plan for recruitment, thus anticipating strategic needs.

The following tables report statistics about the recruitment process for the whole “School of Sciences”, where the programme under evaluation is placed.

ACADEMIC YEAR	APPLICATIONS RECEIVED SCHOOL OF SCIENCES		JOBS OFFERED SCHOOL OF SCIENCES		JOBS ACCEPTED SCHOOL OF SCIENCES	
	Female	Male	Female	Male	Female	Male
2020-2021	36.9%	63.1%	44.4%	55.6%	44.4%	55.6%
2021-2022	44.7%	55.3%	71.4%	28.6%	71.4%	28.6%

ACADEMIC YEAR	APPLICATIONS RECEIVED SCHOOL OF SCIENCES	JOB OFFERED SCHOOL OF SCIENCES	JOB ACCEPTED SCHOOL OF SCIENCES
2020-2021	103	8.7%	8.7%
2021-2022	150	4.7%	4.7%

The tables above show an appropriate ratio between applications received, offered and, finally accepted; moreover, the gender balance is good.

When it comes to individual career progression, staff members conduct a self-evaluation and once a year there is an individual appraisal meeting where staff members can discuss their expectations, receive feedback about their performance and how to improve it, also targeting specific promotion objectives, and set goals for the next year.

Strengths

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

- Permanent staff are adequately qualified for conducting research and teaching in the disciplinary area
- Motivation and cohesion of the teaching staff towards the objectives of the programme and delivering a high quality learning experience
- Availability to students of the action items implemented in response to the evaluation

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 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 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.

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

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.*

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

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.

The institution has appropriate and clear admission requirements. The minimum English competence admission requirement is 5.5 IELTS. Academic advisors and tutors are available to support and monitor student progression. The grading and degree classification systems are comparable to other national and international HEIs. The panel has observed that student progression from year to year in the degree program is appropriately monitored and supported by exams and other means of assessment so that students can move forward in their studies. However, the semester to semester progress is not always clear. There is a good gender balance in the study programme. The institution has very good mechanisms for monitoring student application and performance, and supportive services (such as IT support, library and student support) are in place.

There are pre-defined regulations regarding the selection and intake of students. The number of students is increasing (especially during the last year), however, the strategy to recruit international students can increase the applicants and further improve the numbers. The study programme structure and progression from one year to another is a key element in ensuring students' progress. The study programme clearly defines the number and workload of the various modules, and how they are distributed in the 4 years. Most of the courses of the study programme are compulsory (210 out of the 240 ECTS), so the students can select three of the available optional modules.

E. TABLE 1: STRUCTURE OF THE PROGRAM OF STUDY indicates that 200 ECTS are from the compulsory courses, but Interaction Design is wrongly indicated as optional (since it is indicated as compulsory later in the document).

The diploma is accompanied by the UK UCLan recognition certificates, diploma supplement and the transcripts that follow the European and International Regulations.

Strengths

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

There is a very good student-teacher interaction and ratio (given the relatively low number of students each year), this contributes to a positive atmosphere of trust, focused teaching and room for dialogue and support for students. According to students' feedback during this evaluation process, the panel has observed a high level of satisfaction among students, regarding the program and the support they receive. Moreover, from the data provided and students' input, the employability of the graduates is very good.

There is a very clear description of the procedures, allowing for transparency and planning of course management and resource allocation. Students feedback was very positive for the study program, and the support they received from the teaching staff and other services of the university (e.g., library and labs).

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.

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 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	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.*

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

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.

The School of Sciences during the onsite visit availed the computer laboratories, library and the teaching and learning resources during the visit to the premises by the EEC. Students appear satisfied with the program, the teaching staff, and their interactions with the teaching staff. All regulations supporting student progress and satisfaction monitoring are in place. Overall, the teaching and learning, physical and human resources are adequate to support the current needs of the study programme of the School.

The physical resources include modern teaching facilities, additional teaching areas, fully equipped laboratories, a physical library and social areas. In addition, the university utilizes systems such as Blackboard to support students learning and the Lynda.com system for skill development. More specialized laboratories and software are available for the School of Science students.

Teachers have full access to the online teaching and training resources and seminars of Uclan UK. All teaching staff are supported through a Mentoring scheme providing both academic support and promotion/development support.

At the present time the administration staff offering the student welfare services appears to be satisfactory for the small number of students enrolled. The Psychological and Counseling Centre providing further psychological support through the counseling services offered by the institution also provided positive feedback in relation to the workload and their ability to adequately support the number of requests they are receiving at present, mainly related to learning difficulties. The institute has procedures for admitting students with disabilities and ensures equal access to all students. Special assistance is also provided for international students in order to go through the student visa application process.

A mentoring scheme providing guidance and personal support is also available to students. The institute offers scholarships to students with high academic performance, corporate scholarships, and students with financial problems.

Students have free access to online resources at the university premises facilitating their studies. Students feedback was positive in relation to the variety of hardware/software they came in contact with during their studies. Graduates also had positive feedback in relation to the software they were taught during their studies and mentioned they felt well prepared when entering the work sector.

The institute organizes and tries to involve students in various social activities such as volunteering (i.e. Red Cross collaboration). A more formal connection with the industry would further improve student networking and employability opportunities.

Students have the opportunity to participate in Erasmus mobility programs. The strong collaboration between UCLan Cyprus and UCLan UK on an academic and research level could also be extended to a student level. Student feedback revealed that students were not fully aware of the exchange/mobility opportunities offered between the two institutes.

Strengths

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

The university is new and has modern and well-equipped infrastructures. The small number of students facilitates administrative and academic individualized support. The EEC met with students (past and present) and they provided positive feedback and feel happy with their decision to study at UCLan.

Student welfare mechanisms for monitoring the sufficiency of student support are in place. It is commendable the gender equality activities and the number of related conferences that take place on campus. The student Experience and Engagement Committee is an important asset for this program especially with the increasing intake of non-EU students. Library services are available and the EEC feels that the review of resources at the labs is adequately planned and ensures the provision of the H/W available. The panel comments on the formal T&L Committee to monitor the T&L processes, curriculum review and resources taking into account the student and staff feedback. The School has a rigorous process of data collection in terms of reviewing the pipeline and year on year alumni of the students.

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.

Inclusion of MacOS in the labs (although it is commendable that support to students with MacBook laptops is provided already)

The panel also recommends inclusion of an official industry advisory Board along with the existing External examiner.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 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?*
- *Can you please provide us with some 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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC reviewed and examined the materials provided by the University pertaining to its BSc in Web Design and Development conventional program that is operational for the last 6 years. The External Evaluation Committee (EEC) had a site visit meeting on 26.10.2022 to discuss the programme evaluation process.

The EEC was presented with detailed information about the program. During the site visit, the EEC met with university leadership peers, professors, teachers, administrators, current and alumni students.

Based on the examination and evaluation of the accreditation materials and the on site visit, the EEC concludes that all of the standards are met, with the exception of one partially compliant

The EEC identified the following key strengths:

1. The small class size of this program allows personal interactions between faculty and students, and efficient monitoring of student progress by faculty members, with appropriate student/staff ratio. It is a positive result for this BSc to see the high employability rate of the students with reputable companies in Cyprus.
2. The faculty members are PhD holders and active researchers, capable of integrating research and teaching in the regular courses.
3. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate, and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.
4. The programme has attracted non-EU students which is positive for the future growth of the programme in registration numbers. Further investigation should take place for the recruitment of international students in the programme, given the increase of non-EU students >25% the last couple of years with clear strategy and targeted regions.
5. Regarding the gender-based registrations, according to the extra material supplied to the EEC by the university, in recent years the program has performed very well.
6. There is a very good learner-teacher relationship and based on the student feedback there is a good practice of communication between staff and students. Moreover, the students' indicated that both the formative and summative feedback provided to them, is meaningful and of high quality. The indented learning goals are assessed through the use of

assignments and project deliverables. Moreover, from graduates' feedback it was evident that their competence level when graduating, is of good quality and satisfies industry's needs.

7. The panel comments on the formal T&L processes, data collection, curriculum review, resources and welfare mechanisms.

The EEC also identified a number of key areas for improvement and therefore, the following recommendations are made:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

After carefully considering all the facts and evidence provided to the committee as part of this evaluation, the committee believes that the web development component needs revision (either changing the title of the programme or strengthening the curriculum content with web development). Additionally, the workload per semester needs revision making sure students have the capacity to take optional modules in the different semesters, as suggested by the recommendation made above (especially under sections 1 and 2).



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Eleni Mangina	
Michail Giannakos	
Nicola Ferro	
Artemis Stivaktaki	
Click to enter Name	
Click to enter Name	

Date: 27/10/2022