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Date: 01/02/2023

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

- **Higher Education Institution:**
UCLan Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** School of Business and Management
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Programme Name

In English: BA (Hons) Advertising and Marketing
Communications

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
In Greek: Concentrations
In English: Concentrations



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

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the Bachelor in Advertising & Marketing Communications offered by the University of Central Lancashire Cyprus.

The evaluation took place in person on the 30th of January 2023, as per the schedule provided by the Agency. The EEC consisted of three academics with relevant disciplinary expertise and a student representative. The schedule provided featured several meetings with the Rector, the Head of the relevant unit, the program coordinator, students, teaching faculty and administrative personnel. The meetings and the evidence provided in the form of the self-evaluation report, presentations and additional documents (such as module handbooks, student statistics, workload policy, samples of work etc.) offered sufficient information for the EEC to compile this report. Where additional information was requested, this was provided by colleagues in a proactive manner.

The report discusses in detail areas of strength and areas that further work may be required. The EEC provides a number of constructive suggestions as to how the University could address the points raised and strengthen the program. If colleagues at the University or the CYQAA have any queries with regards to the report, the Evaluation Committee members will be more than happy to attend to them in due course.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Savvas Papagiannidis	Professor	Newcastle University
Christina Boutsouki	Professor	Aristotle University of Thessaloniki
Michele O'Dwyer	Professor	University of Limerick
Maria Agathangelou	Student Representative	University of Cyprus

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.*

Findings

UCLan Cyprus has a unique positioning being in the EU and also having to abide by the Quality Assurance Framework of Cyprus. At the same time UCLan Cy has a very strong relationship/partnership with a British University (UCLan UK). As a result, the underlying policies and processes adopted and implemented are well developed and clearly defined. This also applies to Quality Assurance. All relevant parties participate in quality assurance processes. All committees have student and academic representatives. On one hand, having to adhere to more than one quality assurance framework offers an opportunity to review a program offering in a more comprehensive manner. As the program is aligned with UCLan UK and has a similar structure and course content, there are a number of opportunities to explore (e.g. it makes student exchanges easier). Changes to one side need to be reflected to a great extent to the other side. On the other hand, it can potentially limit the freedom that the program team has or slows down program development.

The study program follows UCLan UK. However, there is an additional year in the beginning (not a foundation year) with broader more generic topics such as academic writing and English language. Most first year courses do not correspond to the title of the program (BA in Advertising & Marketing Communications). In the first two years there are some courses co-taught with the BA program. There are a number of electives offered, such as in the area of digital marketing.

The program is designed with student progression in mind, first two-year modules are easier with less demanding assessment. The program is regularly monitored and periodically reviewed. Annual review takes place through student evaluation, instructor assessment and external examiners' comments.

Overall, the program is, in principle, in line with the European Qualifications Framework. The program implements the ECTS system appropriately when it comes to student workload.

Information is available about the program study, the selection criteria, the intended learning outcomes, the qualification awarded, teaching and assessment procedures, and pass rates. All these are provided in the student handbook. Such information is also publicly available via a number of channels (e.g. the University website).

Similarly, information for the effective management of the program of study is collected on a regular basis. As there are small numbers of students, the staff have a clear profile of the student population and can follow student progression, success and drop-out rates closely. Students graduate within the allocated time.

Strengths

Having to adhere to more than one quality assurance framework offers an opportunity to review a program offering in a more comprehensive manner. The University has operationalised policies in an effective and efficient manner.

Considering the strong relationship between UCLan Cy and UK, and that programs are in alignment, there are many opportunities for exchanges and for students to spend time at a different campus (not just in the UK but potentially in other locations too). Brexit may have created an obstacle to such exchanges but Erasmus+ has been used to mitigate this.

Areas of improvement and recommendations

- 1) External stakeholders (e.g. industry representatives) are not involved in informing and shaping the BA curriculum.
- 2) The learning outcomes in the BA program should be reconsidered and revised to include a more concise listing which reflects the learning associated with a program of this nature and level.
- 3) The BA would be strengthened, if the content in each year was reconsidered so that:
 - Year one could consist of advertising and marketing communications; introduction to business functions; marketing essentials plus two other marketing modules to make up the quota of modules.
 - Year two could consist of the current year 3 modules. Effectively this year should feature modules with codes starting with 2.
 - Year three could consist of the current year 4 modules (excluding the thesis/project which would stay in the new year 4). Effectively this year should feature modules with codes starting with 3.
 - Year 4 could consist of the electives currently listed for year 4 plus the thesis/project.
- 4) The program could improve if generic topics such as academic writing etc. were removed from the list of compulsory courses and support provided through workshops and 1-to-1 support as per necessary.
- 5) The information provided in the student handbook often includes information and references to UCLan UK and other campuses. For instance, the program appears to be accredited by CIM (valid for the UK only) and entry requirements for Hong Kong are listed. In addition, the description of the program structure and awards needs to be clarified. The handbook needs to be updated with UCLan Cy information only.

- 6) Students' satisfaction with their modules is recorded. However, student participation in the evaluation is rather low.

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	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The teaching process adopted is flexible and features a number of pedagogical methods, facilitating the achievement of student learning.

Teaching methods, tools and material used in in-person teaching are effective, support the use of modern educational technologies and are regularly updated. The University's learning management system supports teaching, learning and administrative processes. This is a Blackboard installation with all the basic online services available. The platform specifically provides synchronous (through MS Teams) and asynchronous tools to support the interaction needs of students with the lecturers, the other students and with the materials.

Formative assessment of the majority of courses is based on submitted essays and reports with provision of personalised feedback during the course, while summative assessment is based on a mandatory final exam.

Strengths

The provision of personalised feedback in the assignments submitted, as well as the feedback based on rubrics and peer-assessment is considered a strong feature of the programme. In addition, the EEC recognises the many benefits of collaboration among students promoted by collaborative activities and discussions. Finally, the weekly study guides, make it possible for students to determine the work to be done every week, is also considered good practice.

Areas of improvement and recommendations

- 1) Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.
- 2) We note that the program team has a high-level perspective of the assessment methods utilised across the program. The EEC encourages the program team to consider ways to further innovate with assessment, especially when it comes to practicing important skills and competencies, such as problem-based learning and live cases/projects.

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	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

The University aims to create a supportive working environment that is conducive to individual development for both academic and professional support members of staff. This is a small University with the experience and support of a larger well-established one. Through its partnership with UCLan UK, it has access to a well-established academic processes, procedures, systems and practices which has provided a strong professional foundation for research activities. For instance, UCLan Cy staff have been submitted to the UK REF exercise which sets a high/international benchmark for research and impact activities.

The University has invested in putting in place sufficient teaching resources to underpin the effective delivery of the program. Academic staff have qualifications well-above the on-offer program, with the majority of them (80%) having a doctorate degree in the area of business administration.

UCLan Cy has a good research trajectory and is actively pursuing research funding. The University has achieved a good level of research output and ambition, given the size of the team and its overall workload. Members of the teaching team are typically engaged in relevant research activities which can inform teaching. Such spillovers can positively affect the student learning experience and offer a more up-to-date insights into the areas that the program covers. It was positive to see that the University recognises their efforts and has an established process for managing research time for those engaged with research.

There is evidence of a future orientated faculty team who are looking at new program and research opportunities.

Strengths

There is evidence of a strong commitment to students by faculty and staff with an emphasis on personalisation and support of the student learning experience. There is a mature teaching and learning strategy, with associated committee and resource supports; which encourages faculty to actively engage with, innovate in, and evolve their teaching.

There are staff development structures and support mechanisms. In particular, UCLan Cy provides opportunities for early career academics, initially by offering opportunities to build their teaching experience with hourly teaching time. Then, for those who are interested in a career in academia there are opportunities to apply for fulltime teaching, roles as they become available.



Areas of improvement and recommendations

- 1) The University has a very detailed workload policy document. Still, its operationalisation could have been underpinned by a more structured and transparent system.

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.*

Findings

The admission criteria are in line with the EEC's expectations for such a program.

Student feedback was actively sought at the end of each course through online surveys.

The University's Blackboard platform provides a wide range of learning analytics tools for monitoring student progression and performance based on collecting information related to students with lower grades, poor participation, or with activities that have not been completed. This information is useful to identify students at risk, so that the lecturers can intervene with corrective measures.

The EEC would like to note that students benefit from a very good student-teacher ratio and student feedback is very positive.

Certification is in line with European and international standards.

Strengths

A relevant strength is noted around the low drop-out rate.

Areas of improvement and recommendations

- 1) The EEC would like to note the low response ratio of online surveys (15-20%), which raises doubts regarding the reliability of the feedback collected from students and in turn the effectiveness of the specific measures for improvement and actions plans taken by the University. The evaluation form can be shortened, so that it is easier for more students to complete it.
- 2) The use of more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged in order to monitor and predict student performance and dropout and to be able to provide timely corrective measures. This is strongly recommended in light of University's expansion plans to increase its academic portfolio.

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.*

Findings

The EEC had an opportunity to meet with representatives from various academic support services, such as Academic Quality and Compliance, Admissions & Recruitment, Marketing, IT, HR, Library and Student Support. The EEC had also the opportunity to discuss such services from a student perspective. In addition, the committee's tour of the infrastructure evidenced the fact that UCLan Cy offers very good quality facilities across the board.

Teaching spaces of various sizes ensured that different teaching styles and cohorts could be accommodated. Library facilities were very good. UCLan Cy has access to the learning resources that UCLan UK has. ICT labs and connectivity were also sufficient.

With regard to teaching resources, the proposed modules have a syllabus and a weekly study guide that includes relevant information: objectives, expected learning outcomes, materials to use (including lecturer's notes), activities to perform, complementary bibliographic references, and recommended study time.

There are provisions for students who are in need of support or have special learning needs.

Strengths

We also note the significant investment in student social experience. This was a good example of how the leadership of the University has responded to student requests and provided the necessary resources to upgrade existing facilities.

Areas of improvement and recommendations

We note that while the University has a small research budget for all academic staff it is not enough to fully cover expenses such as attending international conferences. This is considered essential if the University is to meet its research aspirations. Although staff can apply for more

funding, it would be beneficial if the budget is increased (ideally to cover 1 conference a year for all academic staff) which will also streamline the research funding application process.

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

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

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.

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

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

D. Conclusions and final remarks

The EEC report provides feedback on the BA (Hons) Advertising and Marketing Communications. The report outlines the main findings, highlights areas of strength and proposes actions to improve the content and delivery of the program. In particular, the EEC would like to draw the program team's attention to the comments made with regards to the structure of the program (please see Section 1).

We trust that the feedback will inform future developments and help underpin the success of the BA (Hons) Advertising and Marketing Communications. We wish colleagues at the UCLan Cy all the best in the next steps when it comes to developing the program.

Should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

Last but not least, the EEC would like to thank the CYQAA coordinator for managing the process both efficiently and effectively. His facilitation has been exemplar and has made it possible for the evaluation to run smoothly.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Savvas Papagiannidis	
Christina Boutsouki	
Michele O'Dwyer	
Maria Agathangelou	

Date: 1/2/2023