Doc. 300.1.1

Date: 16/3/2024

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):** School/Faculty

- **Department/ Sector:** Arts, Media and Communication

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

  In Greek:

  Programme Name

  In English:

   BA (Hons) Fashion Design

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

- **Programme's status:** New

- **Concentrations (if any):**

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

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A. Introduction

This part includes basic information regarding the onsite visit.

UCLan Cyprus was established in 2012 as a private University in the Republic of Cyprus & overseas campus of UcLan, UK. All the programmes are accredited by CY-QAA and validated by UCLan UK. Degrees are conferred by UCLan Cyprus and UClan UK as a single qualification with two certificates signed by both awarding bodies and in line with both Quality Assurance Frameworks.

UCLan Cyprus is a research-led University using UK REF as a benchmark and are a partner in Erasmus+. Currently the University holds 188 staff members (with 57 academics, 68 Support staff and 63 associate/visiting lecturers) and has around 1500 students across 4 departments. 45% of the students are from Cyprus, 12% from Europe and 43 % are international.

The University is structurally very well organized with clear communication lines and with relevant sub-committees which includes representatives from both the staff and student body, as a sound mechanism for reporting, response, and improvement in a PCDA cyclus. Currently the feedback from students is very good with overall student satisfaction at 90.63% and student learning support at 92.56%.

The program BA (hons) Fashion Design is part of the Universities Strategic Growth Plan in extending the portfolio within the domain of art and design with a view to building student numbers across all disciplines. The planned fashion design program is based on market intelligence which has informed the viability of need and has been organized to complement the set up and structure of the BA (hons) Fashion Design course at UCLan UK.

The curriculum structure, admission policy and learning outcomes are following the key principles of the UCLan UK mother institute and have the opportunity for localized nuance where appropriate. During the panels visit, staff from UCLan highlighted that the UK program team will function as a backup and advisory board during the implementation and delivery of the new program, with opportunities for shared experiences available to staff and students alike. Having these solid systems in place whilst starting a program gives the panel confidence that once the program is delivered a supportive environment is in place to ensure a successful program will be delivered.

Overall, the UK framework is solid and internationally recognized which guarantees a good start for the new program in a very competitive field.

The university is very well organized and structured and during the visit, and tour of facilities, the panel noticed a friendly and vibrant atmosphere, a positive attitude amongst the students and clear evidence of a safe and supportive environment for all students. Although this program has not started yet, there was already a dedicated and well laid out atelier, workshop, and studio spaces available with appropriate equipment (some was ordered but had to arrive) for a fashion design program which falls in line with the obvious investment in facilities across the University for all courses to support a positive learning environment.

Overall, the infrastructure is good, the paperwork is well organized and concise, and the panel is confident that the program has every opportunity of succeeding within the environment and support system it is located.

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B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Prof Jose Teunissen	Director and professor	AMFI Amsterdam University of Applied Sciences
Prof Anthony Bednall	Head of Department,	Kingston University, UK
Prof David Zajtmann	Academic and Research Project Coordinator	Institut Français de la Mode, France
Ms Niki Makri	Student Representative	University of Cyprus
Name	Position	University
Name	Position	University

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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.*

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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?*

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Findings

1.1 Although it is a new program it is embedded within an overall structure of UCLan Cyprus and as a program strongly aligned to the UK UCLan mother organisation. All the quality assurance requirements are robust having appropriate structures, regulations, and processes in place which are supporting teaching, administration, staff and students to take their responsibility. Academic integrity is guaranteed as well as diversity and inclusion. External stakeholders are already involved in this early stage of realising this course through advisory panel support.

1.2 The relation with the industry is clearly valued and already very well developed in advance of start of the program. We would like to recommend keeping on top of innovations regarding digitalization and sustainability/responsibility in the fashion industry and ensure these are explicitly recognized within the curriculum and learning outcomes where appropriate. The program is developed in close collaboration with UCLan UK BA (Hons) Fashion Design. The Cyprus program benefits from that external expertise around workload, ECT build up, exams, assignments and smooth student progression approaches. The program is a very good addition to the Arts, Media and Communication Department: who can share expertise and working practices as well developing internal collaborations. The panel heard an interest in bringing in more Cypriote heritage for example in embroidery and this alongside staff experiences and Fashion industry connections across the region might be helpful to build a narrative and course identity to inform the program's USP. The panel felt the team should try and capture the enthusiasm of the discussion in paperwork, through the specification and handbooks and some project briefs which relate to the learning outcomes.

1.3 The selection criteria, intended learning outcomes, teaching, and learning outcomes and assessment are clearly explained in the self-evaluation. During the visit, the substantial size of the courses was discussed as being typical for art and design programs. These larger size courses require a robust formative process and regular tutorials in place to keeps students on track with the learning requirements and these are all clearly identified and proposed. There is also the opportunity for students to engage with, in year recover for any failed elements of assessment. Graduate employment is too early to comment on, although it is envisaged that the staff team is very well connected with the local fashion industry and the Cyprus Fashion Association to support professional progression post-graduation.

1.4 Although the program has not started yet, the program had a very good overview/insight of the profile of the student population building on experience with the other programs in the department. They are prepared for both a local and international student population, including accommodation and welfare programs, as well as a clear supporting mechanism to help the transition for the local Cyprus students in the critical thinking and concept thinking process that is specific for art and design education. The career service and especially the career fair are very well developed and equipped at UCLan Cyprus allowing students to benefit from this infrastructure supporting them to gain an internship or a professional role.

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

The program has already set up a strong industry and stakeholders' network that benefit 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.

We are aware the program is starting. However, we strongly recommend developing an identity (USP) based on the local context ensuring this is coming back in the mission, vision of the program on the website, the handbooks, learning outcomes and curriculum content. This will help to compete in a very competitive field.

Keep on top of the fashion industry innovations such as digitalisation and responsible approaches and make sure these are explicitly worked out in the handbooks, the curriculum and learning outcomes.

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

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

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

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)?*

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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.

2.1 Overall, the process of teaching and learning supports students' individual and social developments. They develop their own ideas and creative handwriting through working on their own projects. The process of teaching and learning is flexible and during the meeting with staff in Cyprus and at UCLan it was highlighted that the Final Collection project/course was negotiable. But this appears to be in content instead of output and further investigation into the curriculum in the evaluation report clarifies outputs are precisely defined within the course descriptor However, the broader modes of delivery did show variety in line with the different module expectations across several of the courses. The right facilities for the atelier and studio are ordered and will be in place soon and digital software such as CLO3D and adobe creative suites and other equipment hardware are in place. The procedures for students' complaints are robust and student-centred learning and teaching does address and include the diversity of students and their needs, enabling flexible learning paths where appropriate.

2.2 There is a good balance between theory and practice across the program. The studio facilities with pattern cutting tables, mannequins, technician support, industrial machines, is well equipped for the practical training and learning outcomes.

2.3 Since the program is built on the UCLan UK BA (Hons) Fashion Design the assessment is following the UK model and is also in line with the regulations already in place in the department of Arts, Media, and Communication. Assessment is transparent, appropriate, will be published in advance whilst taking mitigating circumstances into account. During the visit day we discussed the formative assessment and the importance of the ongoing tutorial advice within a studio environment with supports students on their learning journey. In the self-evaluation report a detailed formal procedure for student's appeal is explained.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
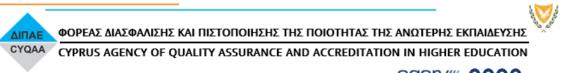
Assessment processes are clear.

There are good regulations in place for student support respecting the diversity of students and their potential need for flexible learning paths.

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.

Throughout the documentation the course descriptors define assessment tasks against the learning outcomes. We would recommend clarifying how assessment is enacted in practical terms.   How are the learning outcomes related to the assessment is not clear. An example of an assessment sheet which includes a rubric for a particular course should clarify this.

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

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

3. **Teaching staff** *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

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.

3.1 There is a clear, transparent process in place for recruitment and development of teaching staff. Qualifications are adequate having the expertise for teaching on the BA (Hons) Fashion Design. The division among teaching tasks 40%, research time 40%, administration 20% is luxurious and guarantees professional development. As partners in Erasmus+ there is a possibility of mobility and through relations with UCLan UK and other partner institutes visiting teaching academics are able to visit and contribute to teaching.

3.2 The number of teaching staff hired and allocated to the starting BA (Hons) Fashion Design is generous with 7 Resident members and 1 associated member. There is one visiting academic aligned to the program who will regularly visit the program. The lab assistant, technicians will make sure the studio runs well. Considering that the program will inevitably grow the amount of the teaching staff needs to be monitored during the expansion of the student population.

3.3 The teaching team consists of theory and research focused teachers alongside teachers who have their own brand and design practice. Artistic practice is encouraged as well as scholarly activity within the department of Arts, Media and Communication which is reassuring to see. Between 2019-2024 54 publications and 22 exhibitions have been realised next to a funding of 20M EURO. At UCLan Cyprus and as the program is embedded in this department, the team will be part of this rich and nurturing culture. The research of the team so far is not directly contributing to the discipline of fashion, but through this nurturing it is envisaged this would in the future be a significant development.

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

Teachers are having substantial research, professional development time.

There is mixture between academics with industry background and relations and more theoretical academics with a research focus.

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.

For future developments. It would be good to formulate a focus area for research in the field of fashion, which could be around heritage of Cyprus but there are many other areas to consider and based upon staff preferences.

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

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

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

> **<u>Sub-areas</u>**
>
> **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

<u>Standards</u>

- *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

<u>Standards</u>

- *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

<u>Standards</u>

- *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*

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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.

4.1There are clear pre-defined regulations in place regarding student admission. However since the program is not yet accredited admissions criteria are not shared on the website yet. The minimum entry level requirements are defined as Apolytirion 16.5, an international High School Certificate, or 96 A Level points in relevant subjects. English at least IELTS 5.5 according to CEFR. Applicants for BA (Hons) Fashion Design must submit a portfolio. Selection is made by Admissions Tutors. Transfers and recognitions from previous studies is regulated by procedures and regulations by APL or APEL. Policies are in place for students with disabilities and learning difficulties to allow for reasonable adjustments.

4.2 Since the program is not accredited yet the information learning outcomes, program structure and assessment are not on the website yet. There is a digital student attendance system in place. Teaching staff across UCLan Cyprus do reach out to students who have missed several classes to get them on board and try to avoid delays in their student journey and this will be part of the process for the BA Fashion program. All submissions and marking is captured in an online VLE (Blackboard) and as a result, it is easy to follow the students progression for staff and students. Blackboard is also used as tool for archiving assignments, feedback and marks for future reference, also being accessible to the external examiner.

4.3 The program BA (Hons) Fashion Design is a Double Awarded Degree with UCLan Preston in the UK. Student recognition is in place following the procedures and regulations of this institute and UCLan Cyprus

Mobility is facilitated by the Erasmus network and the UCLan Uk relation which now operates the Turing Scheme. There is also an informal network with broadcast studio's, fashion industry network in Cyprus that allows students to participate in awards. Feedback from students in the department Arts, Media and Communications learnt that there is a limited number Erasmus positions available, due to the size of the institution, however several students take advantage of the opportunity.

4.4 Regulations are in place for certifications. There are 4 different qualification exit routes. A certificate of Achievement (60 ECT), a Certificate of Higher Education (120 ECT), Diploma of Higher Education in Fashion Design (180 ECT) and the final BA (Hons) Fashion Design (240 ECT). This is clearly identified in the documentation and communicated the students clearly.

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

Clear pre-defined admissions criteria .

Well organised and efficient Virtual Learning Environment (VLE) in place at the institution.

Mobility opportunities clear.

Exit profiles and certification clear at appropriate points, where applicable.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

n/a

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

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

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

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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- *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.

5.1 The University is using blackboard for the learning resources in the study programme. Through this system all relevant learning material for students will be uploaded as well as supplementary e-resources (videos') Students are provided with links to journals and websites. The curriculum and learning outcomes for BA (Hons) Fashion Design are already developed and clearly explained in the self-evaluation report specific learning materials will be uploaded and defined in more detail when the program is validated accredited. Via the UCLan UK library students have access to more than 300.000 digital books and journals. There is a physical library in Cyprus with a view and study space areas.

5.2 There is a good IT Infrastructure in place with appropriate hardware and software already in place. There is an excellent multi-media studio for film, photography and recording available for fashion students to use. During the visit not all specialist fashion equipment was in location, but the spaces lay out were well defined and appropriate for use with pattern cutting tables, mannequins, industrial overlockers and sewing machines (limited currently). When the program is expanding the coming years, the amount of equipment and space might require review.

5.3 The University has an Academic Advisor mentoring scheme for all students and each student is assigned to an Academic Advisor. The university building offers a comfortable and vibrant atmosphere being spacious with a well-designed coffee bar/study area, developed directly from the feedback of students. The University has a very professional lecturer theatre. During the visit students of the Arts, Media and Communications Department were positive about the campus life and the university. Students seemed to feel they had the right support in place, teachers being very approachable. Students are pleased with the university's services overall, evident by the reported 90% satisfaction gathered by surveys where around 22-23% of the overall student population participated. The participation rate could be higher; however, it was made clear to the committee that various efforts are made to incentivise students to respond to the surveys, e.g. offering free coffee. There is an affordable student accommodation in place set up by the University, but since space is limited, the University contacts local landlords in case anyone needs help with finding a place to stay.

5.4 Students are informed on services available regarding student support. Students are provided with psychological counselling should they need it, and people that need to be aware of any problems e.g. professors, are informed with discretion.

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

Before starting the program, relevant studio and atelier space are well defined and laid out and (some) equipment is in place.

Robust Student Support systems in place.

Clear evidence that student feedback is acted upon in a positive and constructive manner.

Areas of improvement and recommendations

![Cyprus Agency logo]

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A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

N/A

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

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

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*

- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *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		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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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.

As noted in the introduction UCLan Cyprus is accredited by UCLan Preston UK and follows all the policies and procedures whilst also following the Cyprus CY-QAA regulations. There are robust policies in place for quality assurance, student support, admissions, teaching staff qualifications and development, student welfare, and program and departmental governance. The program fits very well within the department of Arts, Media and Communication, building on existing courses to provide future creative courses within the University. The set-up of the curriculum, delivery model, assessment alignment and learning outcomes are informed by the structure of the BA (Hons) Fashion Design course of UCLan UK, but not a copy as the course is not franchised. A well-equipped design studio environment and atelier are in place with specialist equipment due to arrive and there is a generous amount of teaching staff with the right skills and expertise available to deliver the program. This is giving the panel full confidence that the program is equipped to start and all the systems and procedures surrounding the program are fully in place.

Moving forward the panel would like to recommend developing an USP for the BA (Hons) Fashion Design program using and exploring its local context (possibly based on heritage or connections with local industry) noting that fashion is by its nature a global industry. The panel thinks this will help to build a program with a clear identity that is able to compete in a highly competitive market of renowned fashion schools many of which have a clear position. This could also inform a research focus for the dedicated fashion academics.

Secondly, we recommend staying on top of the industry innovations. Responsible, Sustainable, and ethical issues alongside digitalization are currently changing the norms and ways of working for industry practices dramatically. Therefore, the panel believes a clear approach to these areas should be considered and clearly identified where appropriate within the program documentation, the curriculum, and the learning outcomes.

Finally, the panel would like to have evidence of how assessment is practically enacted through an assessment form and rubrics, or whatever method is used. The program team and the documentation highlight that the assessment task are aligned to the learning outcomes across each of the courses and the panel would like this clarified.

The overall conclusion of the panel is very positive and believe this BA Fashion Design program will be a successful addition to the Arts, Media and Communication Department and the University as a whole.

E. Signatures of the EEC

Name	Signature
Prof Jose Teunissen	
Prof Anthony Bednall	
Prof David Zajtmann	
Ms Niki Makri	
Click to enter Name	
Click to enter Name	

Date: 16/3/2024