Doc. 300.1.2

Date: 24/11/2023

- **Higher Education Institution:**
  Cyprus University of Technology

- **Town: Limassol**

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

  In Greek:

  Πολυμέσα και Γραφικές Τέχνες, Πτυχίο Σχεδιασμός Προϊόντων, 240 ECTS

  In English:

  Multimedia and Graphic Arts, BA Product Design, 240 ECTS

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

- **Programme's status:** NEW

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

Overall compliance in section 1. and sub-areas (1.1,1.2, 1.3, 1.4) with quality indicators/criteria	Compliant
Strengths • The programme has been designed with a participatory approach with broad involvement of staff, students,administration, and management. • The programme uses a wide definition of product design, which creates candidates with a broad set of skills that makes them attractive for various companies. • It seems that there is the opportunity to enrol high quality students in the programme (considering the high demand and the small number of places available). • The overall goal of the programme, i.e. to produce graduates capable to "make things" and develop "evidence-based solutions", rather than only focusing on conceptual design. • Wide range of elective courses to enable students to personalise their learning journey. • Excellent integration of multimedia, digital and human-computer interaction contents in the programme, enabling in this way a broader understanding of product design (e.g. including digital design, product-service system design). • Good policies for quality assurance and information management. *Areas of improvement and recommendations* 1. Consider the need for students to not only learn about prototyping and makerspace manufacturing methods, but also about manufacturing methods for small batches and mass production. 2. Consider increasing the technical content of the programme (e.g. materials and manufacturing methods) 3. Consider integrating more sustainability contents in the programme (to match the claim that sustainability is a strategic priority of the university). This could be through dedicated courses or through integrating contents in the other courses (e.g. in the product design courses, the packaging design course etc.). In any case, this should be formalised in the courses' syllabuses. 4. Consider if Year 1 of the programme (with most of the courses taken from the Multimedia	Thank you for the positive comments and ratings. *1.1 Policy for quality assurance* **Compliant** *1.2 Design, approval, on-going monitoring and review* **Partially compliant** *1.3 Public information* **Not applicable** *1.4 Information management* **Compliant** Thank you for the suggestions. We enumerate the points, responding to each one: 1. We understand the feedback and it is welcomed. We believe that with the recruitment of new research & teaching staff with specialization in the field (recruitment currently in progress), this suggestion can be realized) by upgrading the context and assignments of the modules and ii) by stablishing collaborations with relevant university departments (engineering). It is true that we designed this program with as much expertise as we could pull together from current department staff as well as external consultants from Cyprus and abroad (see acknowledgement in our dossier and presentation). Yet, the arrival of experts in the field is expected to bring updates and upgrades to our program. These updates and upgrades will be documented in our first evaluation upon offering the program. 2. Same as above. This need will be communicated to the new staff members. 3. Thank you for this important comment. Sustainability is indeed a key concept of this program since it is in itself designed to encourage small scale, local production with care towards the material, the maker, the product outcome and the environment. Apart from the dedicated course PD302 Product Design and Sustainability, we have articulated this concept more clearly in the course outlines of PD101 Product Design 1, PD202 Product Design, PD302 Product Design 3, MGA Package Design, and MGA200 Fundamentals of 3D Design (see Annex II). In addition, we expect that the new arrivals of research & teaching staff will perform

and Graphical Arts programme) fully addresses the need of product design students.	upgrades to some of our courses (especially those syllabi that mark the instructor as TBA in Annex II of the application). Most importantly, we expect that the new arrivals will work on electives that are even more flexible to directly integrate sustainability contents and assignments. As of today, we attach refinements to some course syllabi (e.g., Product Design 1, 2, 3, Product Design and Sustainability, Packaging design, Fundamentals of 3d Design, as well as MGA 495 Introduction to Social Design, Innovation and Enterpreneurship) which reflect the current department's staff input. These are marked with track changes in Annex II, which we attach.

4. Per our planning we believe Year 1 addresses the needs of product design students, however we have noted the concern and will make sure to re-evaluate this situation in the first couple of years of offering the program. |

2. Teaching, learning and student assessment
(ESG 1.3)

Overall compliance in section 2. and sub-areas (2.1, 2.2, 2.3) with quality indicators/criteria	Compliant
Strengths • A wide set of elective courses enabling students to personalise their own learning journey • Problem-Based-Learning as a method is widely used • There is a strong integration of students into research projects, which inspires them to follow an academiccareer. • Rich variety of courses within the Department and an existing network of electives from other disciplines like the Business Department *Areas of improvement and recommendations* 1. Consider adding international experience, such as excursions, short term mobilities to product design related workshops or similar 2. For courses where creativity, risk-taking and exploration is critical, pass/fail should be considered to encourage the students to take chances.	Thank you for the positive comments and ratings. *2.1 Process of teaching and learning and student centred teaching methodology* **Compliant** *2.2 Practical training* **Compliant** *2.3 Student assessment* **Compliant** Thank you for the suggestions. We enumerate the points, responding to each one: 1. Although it was not directly infused into the course syllabi, these are activities we do in most of our courses and span across our pedagogical approach. For example, the Department participates in the UCL Industry Exchange Network (UCL IXN): the IXN programme enables students to collaborate with external organizations in order to participate in real-world interdisciplinary applications. This program is successfully applied within the context of modules taught by Dr. Mavri and is currently being expanded in more modules. Furthermore, we are members of the European

3. Consider more formalized student feedback system for the courses and study program, such as student representatives in every course, student experience committee on a program level, student surveys oncourse level, annual reviews on program level.	University of Technology (a recent alliance); https://www.univ-tech.eu/ with the Department being an active member of the Media Cluster; this program allows student exchanges between institutions (whole groups of students together with their instructor). An exchange, for example, is planned for Spring 2024 for courses taught by Dr. Mavri and Dr Polydorou. Furthermore, a program by Dr Stylianou Lambert is taking students to Ars Electronica to exhibit their work. Courses by Dr Margaritis aim to exhibit their work in Animation competitions international with great success. These are only a few examples, among many others.
	2. This is a nice comment. However, we are restricted by university rules which are beyond what we can negotiate withing the timeframe of offering this program. We have begun the discussion internally withing the QA committee of the department and - in the case central university regulations allows it - we will consider an action plan for the near future.
	3. These are very good suggestions, already being discussed withing the QA committee of the department. We are aiming to test the ideas in our current program of studies (student representatives/student experience committee on a program level, annual student reviews on program level). Student surveys on course level are already in place. These QA practices will also be applied to the BA in Product Design once it is offered.

3.   Teaching Staff
(ESG 1.5)

Overall compliance in section 3. and sub-areas (3.1,3.2, 3.3) with quality indicators/criteria	Compliant
Strengths • The current teaching staff seems to be very competent, motivated, and willing to integrate and make the new program come alive. • The working environment seems to be supportive and collaborative. • There seems to be a strong culture for combining education and research. Students are invited into the labs to contribute to research activities. • Researchers are successful in attracting external research funding • The management has presented a sound plan and timeline for recruiting new staff members.	*Thank you for the positive comments and ratings.* *3.1 Teaching staff recruitment and development* ***Compliant*** *3.2 Teaching staff number and status* ***Non-compliant*** *3.3 Synergies of teaching and research* ***Compliant*** Thank you for the suggestions. We enumerate the points, responding to each one: 1. We are fully aware of the issue. We are currently recruiting 2 new members of Research & Teaching staff with core competence in product design and material. The call for applications is now open and the

Areas of improvement and recommendations 1. It is critical to recruit additional staff members with core competence in product design and material. The teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the programme, however very few of the staff are currently competent to deliver core courses in the program. 2. It is critical for the Faculty to have additional and full-time technicians that can serve the product design programme when it is up and running. Currently lab technicians are only part-time employees, which makes the workshop support vulnerable. • Consider recruiting teaching staff that have a research track record within product design. Many of the teaching staff have a very strong publication list and portfolio, however few of the publications are within the discipline of the proposed study program. • Consider ways to facilitate the collaboration with other Faculties at CUT, especially around courses that are relevant for product design, such as structural analysis, material strengths, etc. This would be beneficial in terms of creating interdisciplinary learning opportunities for the students.	new colleagues are expected to arrive in the Fall of 2024. Immediately after these recruitments 3 more new members of Teaching staff will be announced again with expertise in product design and material; these colleagues are expected to arrive within 2025. We hold back announcing these positions until the first recruitment is completed and therefore, we become fully aware of the expertise (research and teaching) to be covered, thus direct the next 3 recruitments to the right specializations. Please note that the recruitment committee includes international members with direct expertise in the domain. We believe that the overall planning for the recruitment of 2+3 new colleagues will ensure that the program can be offered successful with minimum reliance on part-timers (i.e., adjunct instructors). 2. Our first full-time technician has already been hired and will begin work on December 1st 2023. This first full-time technician will support our current program of the department (together with our part-timers), while a 2nd one will be recruited soon after, aiming for a different skillset. The plan is that the 2nd technician will arrive within 2024 (same logic as with the sequential recruitment of research and teaching staff). 3. This is an important point and it will be taken into consideration when recruiting the new staff members. 4. Acknowledging the value of this input, the issue is already being discussed withing the QA committee of the department. We currently have only one course which is cross-departmental. Although to date, cross-department teaching is unusual in our university, with many departments suffering from a lack of teaching staff for their programs, we are committed to chase this idea. Cross-department collaborations have been recently encouraged on a research level (internal university funding) and many MGA staff have pursued these opportunities, which can be a great start for cross-department teaching or co-teaching.

4.   Students
(ESG 1.4, 1.6, 1.7)

Overall compliance in section 4. and sub-areas (4.1,4.2, 4.3, 4.4) with quality indicators/criteria	Compliant
Strengths	Thank you for the positive comments and ratings.

• There seems to be established good practices relating admission, progression, recognition, and certification *Areas of improvement and recommendations* • No areas of improvement	*4.1 Student admission, processes and criteria* **Compliant** *4.2 Student progression* **Not applicable** *4.3 Student recognition* **Not applicable** *4.4 Student certification* **Not applicable**

5. Resources
(ESG 1.6)

Overall compliance in section 5. and sub-areas (5.1, 5.2, 5.3, 5.4) with quality indicators/criteria	Compliant
• Some of the required equipment for product design workshops (i.e. CNC machine and 3D scanner) are already there. • Human support, motivation and effort within the staff is high. • Teaching-organisation, teaching-hours, sabbatical etc. are on a good standard. • Student support seems to be at a high standard. This also includes support to students with special needs. • International cooperation is addressed in various activities, European Technical University, EU funded projects etc. • All students have access to required software. • Due to the small number of students, student feedback currently is direct, easy and productive. However, with a rising number of students, systematically feedback and course evaluations will be needed. *Areas of improvement and recommendations* 1. It is critical that the planned workshop facilities for 80 product design students are made available (ideally at the start of the programme and at latest when the first cohort is in the second year). These include rooms for working hands-on with 3D-Obejects, workshop and machinery to deal with wood, metal and plastic materials. 2. It is strongly suggested that the current workshop facilities are placed in the same building.	Thank you for the positive comments and ratings. *5.1 Teaching and Learning resources* **Not applicable** *5.2 Physical resources* **Non-compliant** *5.3 Human support resources* **Partially compliant** *5.4 Student support* **Partially compliant** Thank you for the suggestions. We enumerate the points, responding to each one: 1. We are fully aware of the situation with our facilities. During the past year, lots of actions have been taken in this direction. A large plot near the university was secured for a new building. An open architecture design competition has been announced for our new buildings and the winning design will be announced at the end of December 2023. The winner is expected to deliver the project in the next 48 months (furniture included) while the department is currently chasing the specialized equipment to be purchased. To make sure that all the needs of our students will be satisfied in terms of space, we plan to start the first intake of students in the Fall of 2027 with 15 students. When our building is ready, we can increase this number to 20 as originally suggested.

3. Consider that the workshop facilities need to be operated by an appropriate number of competent technical staff. This in order to ensuring safety and security while having 80 students finishing their models at the end of semester is a challenge 4. Consider the adoption of a fully formalised booking system for the use of workshops. This is needed when 80 new product design students are enrolled. 5. Consider upgrading teaching spaces with equipment for hybrid teaching (e.g. ambient microphone and camera, appropriate remote teaching platform). 6. Consider the provision of "up to date" CAD facilities for product designers, such as Wacom-Boards or similar. 7. Consider strategies to increase the number of international mobilities for teacher and students.	2. With our new building to be ready in the next 48 months (furniture and specialized equipment included), we are placing all department facilities and workshop facilities under the same roof. The new building will house all the programs of the Department of Multimedia and Graphic Arts and will include classrooms, a makerspace, workshop spaces, socializing spaces and an exhibition space. 3. We are fully aware of the need for an appropriate number of competent technical staff who must operate the workshop facilities. One such technical staff is arriving in the department in a few days, as explained above. Another one will be recruited shortly. We will keep our part-time technicians too until we have an appropriate number of permanent technical staff to operate workshop facilities for 80+ students. We will be returning 15 students per cohort and when the buildings are ready this number will increase to 20; this gives us some time to recruit more technicians before we have 80+ students in the system. 4. We will proceed with a formalised booking system. We have seen such systems in other universities, and we are aware of the value of having one in operation. 5. Equipment for hybrid teaching is included in our planning for the new building. 6. The provision of "up to date" CAD facilities for product designers, such as Wacom-Boards or similar is in our planning for the new building. 7. This is an issue we have the past few years, and which deteriorated with COVID. Via our EUt alliance, we have already seen some increase in student and teacher exchanges, and we are working on improving further on this.

6.   Additional for distance learning programmes
   (ALL ESG)

Overall compliance in section 6. and sub-areas (6.1, 6.2, 6.3) with quality indicators/criteria	Compliant

"Findings The structure and the procedures of the PhD program are clearly defined and transparently presented. *Strengths* The academic staff supports the PhD candidates well with meeting the program's expectations and criteria, as well as with their research proposals. Current PhD students as well as those who have graduated highlight staff good accessibility. The admission criteria are well developed and demonstrate high standards. *Areas of improvement and recommendations* n/a*"*	Thank you for the positive comments.

7. Additional for doctoral programmes
(ALL ESG)

Nothing here

8. Additional for joint programmes
(ALL ESG)

Nothing here

B. Conclusions and final remarks

The department has a highly motivated and competent staff with strong connection with research. However, it needs to be supplemented with new teaching staff with competence in product design, materials, manufacturing, and sustainability. The proposed product design program needs much more space and physical resources than any other program at the faculty. Currently there is not sufficient space, facilities, workshops, nor studio spaces. This requires considerable attention, support, effort, and investment by the university to get in place, and this work should start immediately to get it in place according to the timeline of the program. The study program, by focusing on producing graduates capable of developing "evidence-based solutions" has good potential for creating employable graduates and feeding the local market. However, we recommend that: more emphasis should be placed on the technical aspects of design (such as materials and	The Department of Multimedia and Graphic Arts and all the faculty-participants in this evaluation highly appreciate both the professionalism of the members of the external committee and the positive and constructive spirit, which prevailed throughout the day. The Department welcomes the positive comments made by the Committee in the report. The recommendations are well received. Since last year, we have made lots of progress on the pressing issues of 1) insufficient teaching staff with specialized product design competence and 2) insufficient physical space and recourses such as technicians, labs, and workshop facilities. As the committee recommends, *"it is critical that the planned workshop facilities for 80 product design students are made available (ideally at the start of the programme and at latest when the first cohort is in the second year)."* We agree with the comment. Depending

manufacturing); a stronger focus on sustainability should be placed to match the claim that this is a strategic priority.

The product design program has potential for recruiting good and motivated students, which are an important component of a successful study program.

We recommend that the proposed study program in product design is given new teaching staff with specialized product design competence and sufficient physical space and recourses. See the individual sections for specific suggestions for improvement.

on the progress made regarding our premises, we will activate the recruitment of the 1st cohort. Thus, assuming that premises will be completely ready in 48 months from Jan 2024, and assuming that ½ of the project (including the workshop facilities) are to be delivered is Phase 1 (20 months time i.e., Nov2025) we will ideally have our first intake of BA product design students in Sept 2027. Meanwhile recruitment of teaching staff and technicians for the program will be at a very good stage to be able to operate properly.

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Theopisti Stylianou-Lambert	Associate Professor, Department Chair	
Eva Korae	BA, Product Design Program Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 24/11/2023