

Higher Education Institution's Response

Conventional-face-to-face programme of study

Date: 10/10/2021

- **Higher Education Institution:**
Frederick University
- **Campus: Nicosia**
- **School: Arts, Communication and Cultural Studies**
- **Department / Sector: Arts and Communication**
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme

In Greek:

Οπτική Επικοινωνία (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BA))

Κατεύθυνση:

1. Γραφιστική και Ψηφιακά Μέσα
2. Φιλμ και Ψηφιακά Μέσα

In English:

Visual Communication (4 Academic Years, 240 ECTS, Bachelor of Arts (BA))

Specializations:

1. Graphics and Digital Media
2. Film Making and Digital Media

Language(s) of instruction: English

Programme's Status: Currently Operating



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



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.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *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. 300.3.1).*
- *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, 1.7, 1.8, 1.9)

All areas marked as compliant.

Areas of improvement and recommendations

none

Department's Response:

The EEC raises no points for improvement. The Department accepts and adopts all points raised in the report and has no further comments

2. Student – centered learning, teaching and assessment

(ESG 1.3)

All areas marked as compliant.

Areas of improvement and recommendations

none

Department's Response:

The EEC raises no points for improvement. The Department accepts and adopts all points raised in the report and has no further comments



3. Teaching staff

(ESG 1.5)

All areas marked as compliant.

Areas of improvement and recommendations

none

Department's Response:

The EEC raises no points for improvement. The Department accepts and adopts all points raised in the report and has no further comments

4. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations

none

Department's Response:

The EEC raises no points for improvement. The Department accepts and adopts all points raised in the report and has no further comments



5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations

- a. *An update to the Mac computer hardware is recommendable in order to allow the students to familiarize with current industry standards.*

Department's Response:

It is noted that computer laboratories have their hardware updated in a rolling 4-year cycle in order to ensure that the latest equipment are available. Furthermore, it is noted that in all laboratories the latest software tools are installed through an active licensing scheme so as to ensure that the students operate with the latest industrial standards

6. Conclusions and final remarks

- a. *A comparison of the numbers of male and female staff suggests a slight disparity in the latter reaching the higher levels of rank and leadership in the department and university level. We understand that the university is reviewing its policy in this regard and encourage and would expect positive developments in this area.*
- b. *We note a high degree of correspondence, in each programme of study concerned, with the EQF and are satisfied that the department positively meets all of the requirements made.*

We would like to congratulate all members of administrative, support and teaching staff, and all of those students with whom we met, on the achievement of a fine set of programmes. We are grateful for the chance to review and to learn from the vibrant, sincere and impressive learning and research in art and design at Frederick University

All members of the Department who had taken part in the 2-day visit of the EEC would also like to extend their gratitude to all the members of the Committee for their input as well as support.

We are thankful for the very positive report and we are looking forward to further improving our Department. We are particularly thankful for the interesting and thought-provoking discussions held with the EEC during the visit and the fruitful debates held in relation to the future of Art and Design education.

The remark on Gender Equality is well taken and as already explained during the visit it is a matter that is seriously examined by the University with the implementation of ENAF – a newly set up committee which is putting down all the regulations for gender equality, LGTBQ inclusions, ethics, verbal/sexual abuse etc.

In fact, the Department since its initial set up has had a stance not only for gender equality but also for gender fluidity. It is recognized that there are challenges to be achieved but we are confident that especially with the progression and eligibility of younger female staff for higher ranks, these issues will be addressed.



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B. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Prof. George Demosthenous Rector

