



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



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[Alexander College Larnaca]

[Bachelor of Design with specialization in
Graphics, Interior, Photography and Fashion]

External evaluation report

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-----------------------|-----------------|---|
| Silvia Piardi (chair) | Professor | Politecnico di Milano Milan |
| Andrej Glusgold | Professor | University of Applied Sciences Europe - Berlin |
| Naomi Austin | Professor | University of Sunderland |
| Marina Efthymiou | Student | University of Cyprus |
| | | |
| | | |

1. Study program and study program's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the program 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*

- *The program of study:*
 - *is designed with overall program 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*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results to 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 program 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, the student expectations, needs and satisfaction in relation to the program*
 - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
 - *about the program of study offered*

- *the selection criteria*
- *the intended learning outcomes*
- *the qualification awarded*
- *the teaching, learning and assessment procedures*
- *the pass rates*
- *the learning opportunities available to the students*
- *graduate employment information*

Findings

Overall the panel finds that the new programme of study has been designed and developed effectively in line with developments within Higher Education and to provide the best student experience. The main advantage of this new degree will be removing the overlap and duplication of the current degree courses as was discussed. Creative design students benefit greatly from covering many aspects of design whether they're studying fashion, photography, graphics or interiors so by gaining experience in all specialist areas they will have more skills which will make them more desirable to industry and therefore more employable.

Strengths

- Ability to have greater ownership of course content which will encourage cross collaboration
- An additional year of study with the opportunity to undertake an internship between years 3 and 4
- A course which will meet the demands of the design industry
- An existing teaching team who communicate well and work together effectively and who also have many years of experience in their specialist areas.
- Students involvement in national and international competitions

Areas of improvement and recommendations

- The panel feel that the current intention for students to choose their specialist subject area after one year is too long. Our recommendation is for students to be able to specialise after Semester 1
- Once students have chosen their specialist area they need to be given a clear re-cap on the introduction to their chosen area which they may have missed in the first semester due to changing specialist areas.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|--|--------|
| 1.1 | Quality assurance policy defines competences and procedures for the people involved. | 9 |
| 1.2 | Participation in quality assurance processes is ensured for: | |
| | 1.2.1 the members of the teaching staff | 9 |
| | 1.2.2 the members of the administrative staff | 9 |
| | 1.2.3 the students | 8 |
| 1.3 | The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study. | 10 |
| 1.4 | The quality assurance process constitutes an academic process and it is not restricted by non-academic factors. | 9 |
| 1.5 | The organization of the educational process safeguards the quality implementation of the program's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration: | |
| | 1.5.1 The implementation of a specific academic calendar and its timely publication | 9 |
| | 1.5.2 The disclosure of the program's curricula to the students, and their implementation by the teaching staff | 8 |
| | 1.5.3 The course web-pages, updated with the relevant supplementary material | 9 |
| | 1.5.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training | 9 |
| | 1.5.5 The procedures for the conduct and the format of the examinations and for student assessment | 9 |
| | 1.5.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process | 9 |
| 1.6 | The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution. | 9 |

| | | | |
|------|--|---------------------------|-----|
| 1.7 | The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study. | | 9 |
| 1.8 | The following ensure the achievement of the program's purpose, objectives and the learning outcomes: | | |
| | 1.8.1 | The number of courses | 9 |
| | 1.8.2 | The program's content | 9 |
| | 1.8.3 | The methods of assessment | 9 |
| | 1.8.4 | The teaching material | 9 |
| | 1.8.5 | The equipment | 7 |
| 1.9 | The expected learning outcomes of the program are known to the students and to the members of the teaching staff. | | 9 |
| 1.10 | The learning process is properly designed to achieve the expected learning outcomes. | | 9 |
| 1.11 | It is ensured that learning outcomes may be achieved within the specified timeframe. | | 9 |
| 1.12 | The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses according to the European practice. | | N/A |
| 1.13 | The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology. | | 8-9 |
| 1.14 | New research results are embodied in the content of the program of study. | | N/A |
| 1.15 | The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree. | | N/A |
| 1.16 | The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts. | | 9 |
| 1.17 | The learning outcomes and the content of the program are consistent. | | 9 |
| 1.18 | The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions. | | 9 |
| 1.19 | The higher education qualification awarded to the students, corresponds to the purpose, objectives and the learning outcomes of the program. | | 9 |

| | | |
|--------|---|----|
| 1.20 | The higher education qualification and the program of study, conform to the provisions of their corresponding professional and vocational bodies for the purpose of registration to these bodies. | 9 |
| 1.21 | Program's management with regard to its design, its approval, its monitoring and its review, is in place. | 9 |
| 1.22 | It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions. | 9 |
| 1.23 | The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally. | 9 |
| 1.24 | Procedures are applied so that the program conforms to the scientific and professional activities of the graduates. | 9 |
| 1.25 | Indicators for the employability of graduates and the employability record of the department's graduates are described in the feasibility study. | 9 |
| 1.26 | The graduation rate for the program of study is analogous to other programs with similar content. | 9 |
| 1.27 | The program of study benefits the society. | 10 |
| 1.28 | Information relating to the program of study are posted publicly and include: | |
| 1.28.1 | The provisions regarding unit credits | 9 |
| 1.28.2 | The expected learning outcomes | 9 |
| 1.28.3 | The methodology | 9 |
| 1.28.4 | Course descriptions | 9 |
| 1.28.5 | The program's structure | 9 |
| 1.28.6 | The admission requirements | 9 |
| 1.28.7 | The format and the procedures for student assessment | 9 |
| 1.28.8 | The pass rates | 9 |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

1.2.3 – Perhaps more student involvement in the quality process is needed?

1.5.2 – It wasn't particularly evident that existing students knew about the curricula of the new programme and whether this would affect them? The understanding is that existing students know about the new degree but not the details – recommendation is to continuously update and communicate with existing students so that they do not feel they are missing out .

1.12 – We do not have this information available to us

1.14 – We do not have this information available to us

1.8.5 – See Section 5 – Resources for more detail on reason behind grade

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

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

Findings

The panel feel that the teaching, learning and assessment of the new programme will be very good. There is currently a strong existing team who communicate effectively and have the best interests of students at heart. From talking to the students they are very happy with their teachers and also the assessment process. They find the process easy to understand and get indepth and prompt feedback from the staff. Students seem very happy in their working areas which were conducive to their learning providing an inspirational environment with lots of work on the walls and within their areas.

Strengths

- Communication between staff and students is strong
- Assessment process is clear
- Students seem very happy with their experience at the college overall

- Module guides are well written and indepth giving clear indication of credits and learning outcomes
- There is good welfare support for students needing extra support and those with any learning difficulties
- Inspirational work areas with images of student work displayed.

Areas of improvement and recommendations

- To continue to develop the communication between staff and students.
- To keep existing students up to date with developments on the new programme.
- To ensure students who decide to change specialism, are given a clear recap on the introduction to their specialist area.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|---|--------|
| 2.1 | The number of students in each class allows for constructive teaching and communication. | 10 |
| 2.2 | The number of students in each class compares positively to the current international standards and/or practices. | 9 |
| 2.3 | A policy for regular and effective communication, between the teaching staff and the students, is applied. | 9 |
| 2.4 | The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules. | 9 |
| 2.5 | Formative assessment and feedback are provided to the students regularly. | 9 |
| 2.6 | The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students. | 9 |
| 2.7 | Educational activities which encourage students' active participation in the learning process, are implemented. | 9 |
| 2.8 | Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning. | 9 |

| | | |
|------|---|-----|
| 2.9 | Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly. | 7 |
| 2.10 | It is ensured that teaching and learning have been enlightened by research. | N/A |
| 2.11 | Students, teaching and administrative staff participate in research activities and projects. | 9 |
| 2.12 | Students are trained in the research process. | N/A |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated –

2.9 -

- More books on artists/designers/photographers needed in library – evidence of practical & basic books but this could be enhanced with more detailed & current books.
- Recommendation to subscribe to WGSN (Worth Global Style Network) wgsn.com
- Recommendation to subscribe to more up to date professional magazines.

2.10 – We did not see evidence of this

2.12 - We did not see evidence of this

3. Teaching Staff (ESG 1.5)

Standards

- *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 program, and to ensure quality and sustainability of the teaching and learning.*
- *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).*
- *Recognised visiting teaching staff participate in teaching the study program.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*

- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings

The panel found the teaching staff to be extremely motivated and happy to share their opinions. They all work together well and collaborate on a number of different areas. All staff are satisfied with their work/life balance and the fact that a large majority have been at the college a number of years is testament to the fact that they enjoy working there. They have a very good rapport and a good sense of humour which is important.

Strengths

- Staff have a very good rapport amongst themselves
- Staff have a wealth of experience in their specialist areas covering many years
- There is no evidence of hierarchical behaviour
- Newer members of staff appear to have been inducted very quickly and have settled in to their roles without any issues.
- All staff are still involved in industry projects which is essential
- All staff are research active
- Students told us that they are very satisfied with the teaching team and get on well with the staff.
- Excellent 1-1 teaching

Areas of improvement and recommendations

- To encourage all staff to continue to be involved in current research.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|--|--------|
| 3.1 | The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study. | 10 |

| | | | |
|-------------|--|--|------|
| 3.2 | The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following: | | |
| | 3.2.1 | Subject specialization, preferably with a doctorate, in the discipline | 9-10 |
| | 3.2.2 | Publications within the discipline | 8 |
| 3.3 | The program attracts visiting professors of recognized academic standing. | | N/A |
| 3.4 | The specializations of visiting professors adequately support the program of study. | | N/A |
| 3.5 | Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study. | | 9 |
| 3.6 | In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff. | | 9 |
| 3.7 | In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study. | | 9 |
| 3.8 | The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality. | | 9 |
| 3.9 | The teaching load allows the conduct of research and contribution to society. | | 9 |
| 3.10 | Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span. | | 9 |
| 3.11 | The program's coordinator has the qualifications and experience to coordinate the program of study. | | 9 |
| 3.12 | The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc. | | 9 |
| 3.13 | The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies. | | N/A |
| 3.14 | Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory. | | 9 |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

3.2.2 – Some staff have a lot more publications than others but this may be dependant on years of experience

The panel felt they wanted to highlight the strength of the teaching team which is overall excellent -

- Good communication and rapport
- Good informal atmosphere
- Excellent collaboration between all teaching staff and management
- No feeling of hierarchy – collegial atmosphere overall

4. Students (ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings

The panel find that although the college is compact with smaller student numbers than other universities/colleges, this could actually be an advantage as it means they can be given better 1-1 teaching and have more chances to discuss their development with the teaching staff. All existing students seemed extremely satisfied with their experience and were more than willing to share information with the panel. The students mainly come from Cyprus; however we also

met with students from USA and Russia which shows that the courses are recruiting effectively from outside of Cyprus.

Strengths

- Students come from a number of different countries
- Students told us they are very satisfied with their experience at the college
- Students demonstrate excellent potential which was evidenced in a high standard of work across all specialist areas
- There is a low drop out rate
- There is a high pass rate of over 80%
- There is a high rate of employability after graduation

Areas of improvement and recommendations

- The panel recommends that all students applying for the new programme should submit an online portfolio or provide a portfolio of work at interview. This prepares the students effectively for the level of study
- It is recommended that all students are encouraged to communicate as much as possible with staff from all subject specialist areas to enhance their learning. Although the students are aware of all the subjects they need to utilise ALL staff even when they have chosen their specialist areas.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|--|--------|
| 4.1 | The student admission requirements of the program of study, are based on specific regulations and suitable criteria. | 7 |
| 4.2 | The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards. | N/A |
| 4.3 | The program' s evaluation mechanism, by the students, is effective. | 9 |
| 4.4 | Students participation in exchange programs is compared favorably to similar programs across Europe. | N/A |
| 4.5 | There is a student welfare service that supports students with regards to academic, personal problems and difficulties. | 9 |

| | | |
|-----|--|---|
| 4.6 | Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective. | 9 |
| 4.7 | Control mechanisms for student performance are effective. | 9 |
| 4.8 | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. | 9 |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

4.1 – only requirement is an art and design background but from what we were told, students are not required to provide a portfolio which might not necessarily make them suitable for the programme of study.

- Recommendation for all students to be interviewed with a portfolio of work or to submit an online portfolio.

4.2 – we were not aware of this information

4.4 - we were not aware of this information

4.4 – Erasmus exists within the college but yet to see how this will work on the new programme.

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study program.*
* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the program of study.*

Findings

The panel find that the college is generally well equipped with resources to provide the best experience to the students. Most resources available are industry standard equipment; for example in fashion there are an acceptable number of garment mannequins and industrial sewing machines for the number of students on the programme. The students also have

access to good printing facilities including large scale printers and a 3D printer. However there are some gaps within the resources which could do with enhancing and developing.

Strengths

- Some good industry standard equipment
- Good technical support, for example – a technician on fashion and an IT technician available to staff and students
- Students feel they have enough access to the resources.

Areas of improvement and recommendations

- It is recommended that the college subscribes to WGSN (wgsn.com) which will be particularly useful to the fashion/interiors/graphics students. This is an industry standard online resource tool that most UK design courses now subscribe to.
- It is recommended that the library is updated with more recent publications covering monographs about artists, designers and photographers, as well as subscribing to more professional magazines and journals
- Recommendations to continue to encourage students to use the library – maybe more discussions between library staff and students when new publications come in.
- Photography department needs more equipment – see list below
- IT printing area is relatively small – this could be made larger to accommodate more students especially during the timescale leading up to deadlines.
- Recommendation to install another printer to cover deadline periods and potential breakdown of the existing printer. This also means more students could print at the same time.
- Recommendation to invest in a number of Wacom tablets and/or Cintiqs and pens which will give the students the option to use a mouse or a pen as this could potentially encourage students to do more digital freehand drawing especially on the graphics area.

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|---|--------|
| 5.1 | Adequate and modern learning resources, are available to the students, including the following: | |
| | 5.1.1 facilities | 9 |

| | | | |
|-----|---|--------------------|---|
| | 5.1.2 | library | 6 |
| | 5.1.3 | infrastructure | 9 |
| | 5.1.4 | student welfare | 9 |
| | 5.1.5 | academic mentoring | 9 |
| 5.2 | Statutory administrative mechanisms for monitoring and supporting students are sufficient. | | 9 |
| 5.3 | Suitable books and reputable journals support the program of study. | | 6 |
| 5.4 | An internal communication platform supports the program of study. | | 9 |
| 5.5 | The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate. | | 6 |
| 5.6 | Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students. | | 6 |
| 5.7 | Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications. | | 6 |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

5.1.2 & 5.3 & 5.7 –

Invest in more current books/magazine subscriptions for library

Subscribe to WGSN

5.5 – Recommendation to:

- purchase some Wacom tablets/cintiqs and pens; particularly for the graphics students but can be used by all students
- Film scanners (photography)
- Black and white lab (photography)
- Laser cutting machine (all programmes)
- Modelling equipment (interiors and other programmes)
- Another printer – size A1/A2 (to cover breakdowns & deadlines)

6. Additional for distance learning programs (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular program of study.***

- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *Specific plan is developed to ensure student interaction with each other, with the teaching staff, and the study material.*
- *Teacher training programs focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the program, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|--|--------|
| 6.1 | The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment. | N/A |
| 6.2 | The institution safeguards the interaction between students, students and teaching staff, students and study guides/material of study. | N/A |
| 6.3 | The process and the conditions for the recruitment of teaching staff, ensure that candidates have the necessary skills and experience for distance learning education. | N/A |
| 6.4 | Training, guidance and support are provided to the teaching staff, through appropriate procedures. | N/A |
| 6.5 | Student performance monitoring mechanisms are satisfactory. | N/A |
| 6.6 | Adequate mentoring by the teaching staff, is provided to students, through established procedures. | N/A |
| 6.7 | The unimpeded distance learning communication between the teaching staff and the students, is ensured. | N/A |
| 6.8 | Assessment consistency is ensured. | N/A |
| 6.9 | Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly. | N/A |
| 6.10 | The program of study has the appropriate and adequate infrastructure for the support of distance learning. | N/A |
| 6.11 | The supporting infrastructures are easily accessible. | N/A |
| 6.12 | Students are informed and trained with regards to the available educational infrastructure. | N/A |
| 6.13 | Procedures for systematic control and improvement of the supportive services are set. | N/A |
| 6.14 | Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally. | N/A |
| 6.15 | Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff. | N/A |
| 6.16 | The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching. | N/A |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

7. Additional for doctoral programs (ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the program as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree program are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the program*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*
- *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 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 defences 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.*
- *The process of submitting the dissertation to the university library, is set.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|-----------------------------|--|--------|
| 7.1 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | N/A |
| 7.2 | The structure and the content of a doctoral program of study ensure the quality provision of doctoral studies. | N/A |
| 7.3 | The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations. | N/A |
| 7.4 | The number of doctoral students, under the supervision of a member of the teaching staff enables continuous and effective feedback provided to the students and it complies with the European and international standards. | N/A |
| 7.5 | The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the program. | N/A |
| 7.6 | Research equipment, laboratories, workshops and existing bibliographic material support the program of study. | N/A |
| 7.7 | The quality of the doctoral theses of the program in this field is in line with international standards. | N/A |
| 7.8 | Doctoral candidates have publications in scientific journals and/ or participate in international conferences. | N/A |
| 7.9 | The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates. | N/A |
| 7.10 | The candidates demonstrate skills in designing and in conducting productive self-directed research. | N/A |
| 7.11 | Candidates are aware of the ethical implications of their research and of their responsibilities as scientists. | N/A |
| 7.12 | Suitable procedures of monitoring and periodic assessment of students' research progress are set. | N/A |
| 7.13 | There is a clear policy on authorship and intellectual property. | N/A |

Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion.

8. Additional for joint programs (ALL ESG)

Standards

- *The joint program is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint program is offered jointly, involving all cooperating universities in the design, delivery and further development of the program.*
- *The terms and conditions of the joint program are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
 - *Denomination of the degree(s) awarded in the program*
 - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
 - *Admission and selection procedures for students*
 - *Mobility of students and teaching staff*
 - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
 - *Handling of different semester periods, if exists*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the program.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Note what is applicable for each quality indicator/criterion

1 or 2: Non-compliant

3 or 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

| Quality indicators/criteria | | 1 - 10 |
|--|--|--------|
| 8.1 | The joint study program promotes the fulfilment of the mission and achievement of the goals of the partner universities. | N/A |
| 8.2 | The joint study program has been developed by all the partner universities, which are also involved in its further development. | N/A |
| 8.3 | The partner universities have defined the responsibility of the parties in the common agreement. | N/A |
| 8.4 | The joint study program conforms to the requirements and directions of national and international legislation. | N/A |
| 8.5 | The joint study program is based on the needs of the target group and the labor market. | N/A |
| 8.6 | Students are provided with advisory and support systems concerning learning and teaching at the partner universities. | N/A |
| 8.7 | The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study program, which ensures the protection of the rights of students and teaching staff. | N/A |
| 8.8 | The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study. | N/A |
| 8.9 | The partner universities ensure the economic sustainability of the joint study program. | N/A |
| Justify the answer you have provided for numerical scores 1 to 4 and 9 or 10, and note any additional comments you may have on each indicator/criterion. | | |

C. Conclusions and final remarks

The overall feeling from the panel is that the new programme is well designed and planned out in order to remove the overlap and duplication (as mentioned) of the current degree programmes. This new degree will ensure that students will be able to develop their skills in a number of different specialisms rather than focus on just one; this will make them more employable and ready for industry. The panel feel that there has been a lot of thought and discussion about the development of the new degree and how it will benefit the students in the long term. This demonstrates that there is a strong desire to give the students an excellent experience.

It is clear that the department have a strong management and teaching team who appear to want to work together effectively to deliver the best experience for the students. Because of this the existing students seem extremely satisfied at the college and are willing to fully engage in their programme of study as well as communicate with the teaching team.

There is an excellent atmosphere throughout the college with students coming across as very content in their environment and many areas for the students to relax. The students we spoke to were motivated and appeared extremely fulfilled to be at the college.

There are a few areas which could be enhanced including looking into relocating the teaching staff office areas which are currently in the basement and only have skylights. Staff didn't mention this was a problem to the panel; however it might make their working experience slightly better if they were to have windows.

Generally, the resources in the college could be enhanced particularly in the library through updating the books to be more current as well as subscribing to more magazines and WGSN.

The photography department could also do with some more updated equipment to keep it on a par with the industry level.

Overall the panel feel very confident that the new programme will be a success and look forward to hearing about its progress. We wish the college and the team every success with the induction of the new programme.

D. Signatures of the EEC

| Name | Signature |
|-----------------------|------------------|
| Silvia Piardi (chair) | |
| Andrej Glusgold | |
| Naomi Austin | |
| Marina Efthymiou | |



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Date: 9th April 2019