

Doc. 300.1.1

Date: 15/03/2024

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Institute for Professional Studies, University of
Central Lancashire
- **Town:** Larnaca, Pyla
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Πιστοποίηση συγκολλητών, 1 ακαδημαϊκό έτος, 60
ECTS, Πιστοποιητικό

In English:

Welding certification, 1 academic year, 60 ECTS,
Certificate

- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **Concentrations (if any):**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

In Greek: Concentrations
In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The assessment was carried out on March 14th and 15th 2024. On March 14th the committee members visited the premises of IPS-UCLan in Pyla, Larnaca and had a series of meetings with the Head of the institution, the Quality Assurance Officer, the Course Leader and the teaching staff as well as with members of the administrative staff.

The meetings included presentations by and discussions with the management of the Institution and the Course Leader, followed by a meeting with the teaching personnel.

Since the programme under evaluation is not operational, as it is expected to begin in fall 2024, the committee members met with students from the Agriculture / Agribusiness Diploma course and had the opportunity to follow a live class on Physiology and Anatomy of Plants.

A meeting and discussion with members of the administrative staff was followed by a visit to the premises of the Institution, focusing on the Library and on the Laboratory.

The visit concluded with an exit meeting with the Head of the Institution, the Course Leader and the QA officer.

The IPS/UCLAN team had an excellent level of preparedness for the meeting, with presentations about the Institution and the course. The educational and administrative team presented a solid body of coherent information, whilst the students gave very useful insights in the operation of the Agriculture / Agribusiness Diploma course from their perspective.

The committee members consider the level of documentation and other materials provided to them of high quality and sufficient for the adequate evaluation of the program, enabling them to elaborate opinions and to summarize joint conclusions presented in this report.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-----------------------------------|---------------------|--------------------------------------|
| Agis Papadopoulos | Professor | Aristotle University of Thessaloniki |
| Giorgos Panaras | Associate Professor | University of Western Macedonia |
| Charisios Achilles | Associate Professor | International Hellenic University |
| Chrysovalanti Constantinou | Student | University of Cyprus |
| Name | Position | University |
| Name | Position | University |

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*



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?*

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.

The programme under evaluation in UCLan is to be launched in September 2024. Its structure, content and expected outcomes are therefore not publicly available, but the level of preparation is high, and all this was discussed extensively during the evaluation meetings. The programme has a clear structure along with useful practical aspects. Study objectives and outcome goals are based on ECTS system for evaluating student knowledge. The certificate programme is adequately designed, has sufficient staff expertise and solid infrastructure to support it, according to the scope of study and level of education.

The course addresses a very important lack in the construction and ship maintenance sectors, where the lack of certified welders is a main obstacle to the implementation of novel technologies. It has the potential to cover this demand. The course is well structured, including topics of sustainability, health and safety along with the core topics of welding technology and its implementation.

Based on how the already operational Diploma course on Agriculture / Agribusiness is running, there is a formal structure for internal review of the programme, with students and lecturers meeting at least once a semester. The QA expert is responsible for the monitoring and review of the course. In the reasonable assumption that the same policies and procedures will apply to the course under evaluation, the programme will meet all the formal requirements by the Republic of Cyprus along with best practices.

Strengths

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

The program is addressing an area of high demand in the labour market of Cyprus and in Europe overall and it is expected to improve employability perspectives and salaries for its graduates.

The operational Diploma Courses offered by UCLan are running smoothly and fulfill the requirements, considering quality assurance, information management, design, approval, monitoring and review of the courses.

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 committee has one recommendation considering the programme:

It would perhaps make more sense to have Technical Drawing (ΕΣ 1003) in the first semester and Machine Elements and Environmental Conservation (ΕΣ 1007) in the second semester (currently it is the other way around), since Technical Drawing is a prerequisite for understanding Machine Elements.

Furthermore, we would recommend to have on UCLan’s website a dedicated section for the Diploma and Certificate courses, with admission criteria, procedures and general conditions publicly available, both to students and prospective one.

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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 1.1 | Policy for quality assurance | Compliant |
| 1.2 | Design, approval, on-going monitoring and review | Compliant |
| 1.3 | Public information | Partially 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)?*

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.

The programme offers a clearly structured and coherent curriculum alongside robust support from qualified teaching and administrative personnel. Upon completion, students will have a thorough understanding of the welding industry from various perspectives. The aims of the study and the expected outcomes are aligned with the ECTS system for effectively evaluating student knowledge. The design of the programme and the expertise of its staff meet the educational objectives and scope comprehensively.

Employing modern teaching strategies, the programme ensures the personal growth of each student. It promotes active participation in the educational process. The Institution has incorporated Google Docs for the on-line provision of programme-related material. Feedback from students engaged in different studies at the Institute (as the Welding Program is not yet operational) was uniformly positive regarding the instructional approaches and the anticipated learning outcomes of their program of study. Students particularly appreciated receiving materials in advance, enabling thorough preparation for classroom activities.

The Institute provides an extensive array of support services covering academic progress, personal and social issues, career guidance, seminars and workshops, participation in student groups, guidance on psychological well-being and mental health, and general health information. Moreover, the fact that classes are realized in the afternoon during weekdays, offer students to follow the course in parallel to their jobs.

A distinctive feature of the programme is its emphasis on hands-on training, seamlessly integrated with theoretical learning across all subjects of the programme's curricula. The practical aspects are meticulously planned and detailed in course syllabi. Interactions with module instructors revealed their proficiency and readiness to cover all technicalities pertinent to welding. Overall, the programme ensures a comprehensive and satisfactory educational experience in welding.

Assessment methods are transparent, consistently applied, and fairly evaluated across all students. The criteria and assessment techniques for each course are well-documented, keeping students well-informed about evaluation processes. The effort that is required on behalf of students (although participating in another course) is rational, thus not prohibiting people who work to follow.

Strengths

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

Facilities and laboratories are modern and well-equipped, offering a supportive environment for academic studies.

The educational approach is expected to effectively foster the personal growth of students.

The programme seems to be of high demand in the labour market of Cyprus. A strong collaboration exists with the Cyprus Employers & Industrialists Federation (OEB) and Accredited Certification Bodies (i.e.TUV Cyprus), a certification body, highlighting the market's need for certified welders.

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.

It is advised that a document with the Study Regulations is publicly accessible and clearly communicated to students upon their admission, ensuring they are aware of their rights and obligations during their studies.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

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.

Teaching personnel in the programme under evaluation presents adequate qualifications, sufficient for quality education and the achievement of the objectives and learning outcomes of all courses in the curriculum.

They all feature Master of Science or Doctorate academic degrees; their involvement in research activities has not been highlighted through the evaluation procedure, noting though that these issues are not in direct relation to the nature and content of a professional Programme.

Moreover, their professional experience in fields relevant to these of the programme is significant, ensuring the proper education of the students, as well as their support following graduation.

Strengths

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

Teaching personnel in this programme appears to be aware of established educational practices and features broad knowledge, sufficient to cover a wide range of topics, while at the same time providing personal attention to student needs.

Teaching personnel demonstrates both theoretical and practical knowledge, while understanding the scope of this programme and the way to combine theory and practice towards the successful education of the students.

Finally, the teaching personnel is familiar with state-of-the-art practices and technologies; it is encouraged to further integrate them in the teaching process.



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.

An issue which needs some attention is related to the fact that the main teaching responsibilities, regarding theoretical and laboratory sessions, are allocated to one person, namely the Course Leader of the Programme. Even though he presents significant knowledge, experience and motivation to undertake this load in a successive manner, his duties are heavy, especially considering coordination duties as well; at least a pool of available teaching staff related to the topics, would be helpful and could support him in case of a need. Especially on the laboratory level, the presence of a technician, experienced in welding processes, would be rather recommendable, given also safety reasons.



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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 3.1 | Teaching staff recruitment and development | Compliant |
| 3.2 | Teaching staff number and status | Compliant |
| 3.3 | Synergies of teaching and research | Not applicable |

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

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.

The Programme team has presented clear student admission criteria based on the regulatory framework of the Republic of Cyprus. It is recommended to present them on HEI's website as well.

The teaching staff demonstrated the consistency and willingness to monitor students' performance and progress. The tools to do so have been presented, as well as the intention to announce them to the students; the presentation of the Programme Regulation on the HEI's website, would help the students to form a complete picture of their obligations and achieve an efficient communication with their Professors.

Strengths

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

Strong commitment of teaching and administrative staff towards the needs of every individual student, demonstrating the potential establishment of good relationships between teaching staff and students that ensure a productive educational environment.

The communication and collaboration of the HEI with Cyprus Employers and Industrialists Federation (OEB), would support students for finding summer internships and initial employment after graduation, while teaching personnel demonstrated willingness to support students towards this direction as well.



The certification of the graduates by a body like TÜV, would also expand their prospects on a professional level.

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.

Even though the procedures for student admission, as well as for their progression have been indicated at the application documents and the communication with the members of the Program, their presentation at the HEI's website is recommended.



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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

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.

The educational resources provided are sufficient and meet the needs of students. UCLan has made significant investments in modern facilities. The classrooms, ICT labs, library, and other resources are well-equipped and

appropriate for the educational level and the current number of students. Additionally, the hands-on portion of the programme will take place in the welding lab, which was previously used for an Oil & Gas course offered by UCLan. While the infrastructure meets the necessary standards to effectively support student needs, there is a recommendation for the institution to update the facilities with the latest technologies in the field.

The human resources available for this program are satisfactory and suitable for its requirements. Students have access to comprehensive information about the services provided.

UCLan offers exceptionally good support to its students, and those who participated in the evaluation (even though they were from a different course) expressed high satisfaction and enthusiasm.

Strengths

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

High teacher-to-student ratio and flexible approach to teaching staff (in terms of ways of collaboration, teaching hours, etc.).

Specialized laboratory, tailored to the specific requirements of the course.

Students value the guidance provided by their instructors.

The programme appears well-suited to meet the needs of students from varied backgrounds and with different expectations.

There is robust administrative assistance available to 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.

Upgrading the laboratory facilities with cutting-edge technology, such as robotics, prevalent in the welding industry would be beneficial.

Mr. Iatrou, the Course Leader, plays a pivotal role in the programme, teaching 10 of 12 hours and 11 of 13 hours during the first and second semesters, respectively. This concentration of responsibilities presents a risk to the program's continuity should he be unexpectedly unavailable for an extended period. Developing a contingency plan involving other highly qualified teaching personnel is advisable.

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

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

Additional for doctoral programmes (ALL ESG)

Sub-areas

5.5 Selection criteria and requirements

5.6 Proposal and dissertation

5.7 Supervision and committees

5.1 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*

5.2 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.*

5.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*

- *regular meetings*
- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

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.

N/A

Strengths

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

N/A

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

D. Conclusions and final remarks

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.

This is certification course that is not running yet, but it is already well-prepared aiming to be launched in September 2024.

In that sense, some of the aspects of the evaluation (including the course's target groups, the needs of the market it aims to address, its content and structure, its expected outcomes, the teaching staff and the infrastructure to be used) can be assessed, based on the information obtained during the committee's visit and the material provided.

The overall impression is very positive, since the course will address a significant requirement by the market, it benefits from operating within a well-organized Institution, and it will benefit from well qualified and highly motivated personnel as well as very good infrastructure. The evaluation committee has come up with suggestions that can improve the course (considering the teaching programme, the support of the teaching staff and the visibility of admission criteria and regulation); they are in any case of minor significance.

Some other aspects of the evaluation (including the quality assurance procedures and the students' support) can only be assessed based on the already running Diploma courses. Assuming that the Welding Course will run along the same line of procedures, which is reasonable, it will be compliant with the requirements of the evaluation.

In this line of thought, the overall impression is certainly positive and the committee suggests that the course should be accredited.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|-----------------------------------|------------------|
| Agis Papadopoulos | |
| Giorgos Panaras | |
| Charisios Achillas | |
| Chrysovalanti Constantinou | |
| Click to enter Name | |
| Click to enter Name | |

Date: 15/03/2024