

Doc. 300.1.1

Date: 13.7.2021

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):**  
School of Humanities, Social and Education Sciences
- **Department/ Sector:** Arts
- **Programme of study:** Graphic Design (4 years/240 ECTS/BA))

## In Greek:

Γραφικές Τέχνες (Πτυχίο)

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

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

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

The External Evaluation Committee (EEC) consisted of 3 academics and a student representative. In preparation for this report the committee was provided with documentation of many aspects of the programme and university facilities. The documentation included: recordings of teaching of a sample of courses; video and presentation of samples of students’ work; self-evaluation reports; teaching staff CVs.

The committee consulted the provided documentation and then attended a one-day virtual visit to the University via Zoom on 29 June 2021.

After a briefing by the Vice-Rector of Academic Affairs / Head of Internal Quality Assurance Committee, the committee met with the Dean of the School of Humanities, Social and Education Sciences, the Chairperson, of the Department of Arts, the Internal Quality Assurance Member-Quality Assurance Expert, and the Internal Quality Assurance Member / School Representative.

Next, the committee was briefed about the Graphic Design department in more detail and had an opportunity to put questions to staff members concerning the programme’s standards, admission criteria for prospective students, the learning outcomes and ECTS, and the content and approach to instruction that contribute to the programme’s design and development. There were eight instructors present along with the Chairperson of the Department of Arts, the Dean of the School of Humanities, Social and Education Sciences, and the Coordinator, BA Graphic Design. Teaching in each year of study was represented. In addition the committee discussed with the instructors their academic qualifications, publications, research interests and activities, compliance with Staff ESG), the content of each course and its implementation, learning outcomes, assessment criteria, and teaching material and resources.

After a lunch break, the committee met with three students and a graduate of the programme, and the with members of the university administrative staff to discuss facilities, procedures, and infrastructure, before an exit discussion with the Vice Rector, Dean, and Chairperson where the committee gave an overview of their findings.

*The committee would like to thank all those involved for candidly answering questions in these meetings and for providing additional information when it was requested, and for preparing detailed documentation of the programme.*

## B. External Evaluation Committee (EEC)

Name	Position	University
David McGravie	EEC Panel Chair Interim PVC / Dean of College of Arts Humanities and Education	University of Derby, UK

<b>Alice Twemlow</b>	Associate Professor and Research Professor	Leiden University and The Royal Academy of Art The Hague
<b>Sofie Beier</b>	Professor WSR	The Royal Danish Academy
<b>Maria Christophorou</b>	Student	Cyprus University

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

<p><b>Sub-areas</b></p> <ul style="list-style-type: none"> <li>1.1 Policy for quality assurance</li> <li>1.2 Design, approval, on-going monitoring and review</li> <li>1.3 Public information</li> <li>1.4 Information management</li> </ul>
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### 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.*

## Findings

1.1 Policy for quality assurance: The EEC finds that both the European University Cyprus (EUC) and the department of Graphic Design have implemented sufficient quality assurance processes. EUC has provided a thorough description of their quality assurance procedure involving external feedback from

external advisory boards and expert panels. Overall the procedure seems appropriate, is understood by staff and adhered to.

- 1.2 Design, approval, on-going monitoring and review: There are appropriate academic systems and student support mechanisms to support the student journey — from application through to and beyond graduation and into employment.
- 1.3 Public information: Overall the EEC finds that the programme objectives are in line with the intended learning outcomes. The course content appears in general to be up to date. The module information confirms the student study hours and staff timetable study times and activities based on the min hours required to complete the module successfully.
- 1.4 Information management: The EUC website provides a short list of possible areas of employment after graduation. The EEC was presented with data on student populations of the whole EUC. But as the Graphic Design programme only holds about 40 students out of a total of 6.200 students, the EEC was not sufficiently informed on topics of drop-out rates and employment of graduates. Upon requesting more detailed information, it was promptly supplied (1 week after meeting) with data on 40 graduates of the academic year 2018-2019 & 2019-2020 which shows that 60% of graduates find a job (42% fulltime) in a field related to their program of studies right after graduation (half of these work as graphic designers in companies, a quarter in printing houses; and the rest in marketing departments, in website design or as freelancers).

### **Strengths**

At the end of each semester, the students are asked to complete an online questionnaire. It was reported that the Graphic Design programme has a relative high response rate of 65%. The results of the questionnaires are passed onto the Chair of the department who then prepares a report which is shared with relevant teachers, so that relevant topics can be discussed to improve the course for the following year. This level of oversight should be commended.

### **Areas for improvement and recommendations**

Design, approval, on-going monitoring and review: The EEC has some concerns in relation to the progression of learning goals and outcomes in the course trajectory. In the later semesters we find the description of learning goals to be insufficient in relation to educational level. Further, in multiple cases the suggested literature is repeated between courses of different years.

Public information: The EEC supports the staff in wishing greater ownership of the programme's presence on the website. This is important in the highly needed recruitment of new students, and especially so considering the subject being taught!

Information management: The EEC recommends the department to collect its own data on drop-out rates and employment of graduates, as this information will help build engagement with alumni and develop a potential career pipeline for existing students.

The EEC also recommends that alumni of the program be seen as a valuable resource and consideration

given to their future involvement in the programme (where possible). They can be invited in to give talks about their work and thus help provide examples of different kinds of professional practice, to pave the way for future graduates. They could also be interviewed and featured on the website.

Alumni have expressed their difficulty in finding a job in the last two years possibly due to a more general job crisis and rise of unemployment as results of the pandemic. More specifically, 10% remain unemployed and 17.5% work in a position that is not related to their studies and degree. Moreover, even graduates who had no difficulty finding a job related to their program of study right after graduation, they have lost their job after the pandemic (7.5%) increasing the current rate of unemployment. These numbers showcase a more general difficulty in the job market that was highly affected by the Covid-19 pandemic. This is something that the program (like most others around the world right now) needs to pay close attention to.

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	Compliant
1.4	Information management	Compliant

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

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

## Findings

- 2.1 Process of teaching and learning: The students are provided with sufficiently up to date technical facilities, and teaching methods, tools and materials seem up to date. More than one of the current students the EEC spoke with suggested that it was the quality of the facilities that drew them in particular to this course.
- 2.2 Practical training: The teaching staff are cognisant of the need to integrate theory and practice, and endeavour to do so in their teaching. This is largely demonstrated in the documentation provided. There is a range of study options available to students and these support the student as they progress from year to year. Work placements are incorporated in the curriculum to help students prepare for employment in the industry.

- 2.3 Student assessment: The student assessments are set at an appropriate level and conform to EQF. The teaching staff puts an emphasis on providing the students with regular feedback throughout the course. There is a formal procedure in place for students to appeal. The department does not make use of external examiners.

### Strengths

Process of teaching and learning: The EEC is positive about how the teaching staff gives sufficient space in the curriculum for critical thinking, visual research and the development of strong conceptual frameworks.  
 Practical training: The breadth of choice of courses and specialisations supports the development of a varied skill set within the field of graphic design and there is flexibility to adapt and involve external partners.  
 Student assessment: Students interviewed by EEC, said that they found all communications from the department and module information to be clear and made available in a timely manner and confirmed that assessment methods and marking criteria were clearly communicated in advance. They mentioned that verbal and digital information conveyed during classes was backed up with printed documents.

### Areas of improvement and recommendations

Process of teaching and learning: In all course descriptions the teaching methodology is described as face-to-face. The EEC finds this to be too broad a definition, and recommends a more detailed differentiation of different learning formats such as 1) lectures, 2) group work and 3) individual tutoring sessions. Some courses, in title and content, (such as Commercial Illustration) do seem a little outdated and might be worth rethinking.

Practical training: The EEC recommends greater attention be paid for how to encourage and support student involvement in research projects, such as those conducted via the CSCA Lab.

Student assessment: To ensure objectivity, fair and unbiased assessments, it is advised that at least the final exam is assessed using both external and internal examiners and that the outcomes are recorded formally.

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	Partially Compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

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

#### 3.1 Teaching staff recruitment and development

##### Standards

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

#### 3.2 Teaching staff number and status

##### Standards

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

#### 3.3 Synergies of teaching and research

##### Standards

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

### Findings

#### 3.1 Teaching staff recruitment and development:

Teaching staff recruitment and development: The teaching staff's qualifications appear to be adequate to ensure quality and sustainability of the teaching and learning. EUC runs a professional development program for faculty, which begins as soon as they are appointed and continues throughout their career with EUC, including annual awards for teaching and research excellence.

Teaching staff have terminal degree qualifications. At least 2 hold a PhD and others hold a masters degree. The subject areas that they are qualified in (both PhDs are in art history) only partially align with the objectives of the study programme (Graphic Design). However, they do align with what is actually taught (emphasis on artistic practice, interdisciplinarity and critical thinking, for example).

The EEC considers the way that staff are recruited and encouraged to develop, is adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.

- 3.2 Teaching staff number and status: The programme employs only five full time academic staff members, and several part time teachers. The department holds an annual art lecture series with international speakers. The use of industry active visiting staff is a bonus as it brings currency and access to future employment networks. The user of visiting staff is common place within the subject area. Overall staffing in terms of number of FTE and visiting staff seem to be at appropriate levels, although if student numbers increased substantially, staffing levels may need to be reviewed.
- 3.3 Synergies of teaching and research: Each member of the staff teaches for 12 hours a week, with the remaining time allocated for preparation and research. The EUC has a system where faculty members can earn points that can relieve them from teaching duties later in the year.

### Strengths

Teaching staff number and status: Several of the faculty members expressed a feeling of being part of a “family”, and that they have a strong culture of supporting each other in their work. They spoke highly of the staff-to-staff interaction and sense of togetherness they share with their students.

Synergies of teaching and research: The EEC found the Cultural Studies & Contemporary Arts Lab to be a particularly rich resource for the course and for the University as a whole. It appears to be comparatively well-funded and supported by the university. There are already synergies between the research being conducted here and teaching within the course. And these can be further developed. For example, the Urban Emptiness festival in which several teaching staff were included, involved an exploration of embodied research practices such as walking as an artistic research method. Students were also involved in the project. The outcomes of the project were presented at an ELIA conference in 2018 and published in the conference proceedings.

Research areas currently include: photography, museums, contemporary art, book design, and typography. Additionally, there is professional expertise in: motion graphics, comics, illustration, computer animation, among other areas. Staff publishing outputs are high-caliber and situated within the discipline. They include edited volumes on Museums and Photography, Contemporary Art in Cyprus, for Routledge and Bloomsbury, among others.

### Areas of improvement and recommendations

Teaching staff recruitment and development: The EEC heard from one graduate of the program who now is a visiting lecturer. The EEC would encourage plans to help more graduates make a similar transition to academic context.

As the programme moves toward teaching in English as well as Greek (which makes sense considering the rising numbers of non-Cypriot students), staff recruitment and development may have to shift to include more English-speakers.

Synergies of teaching and research: The EEC recommends that the teaching staff celebrate their research achievements and engage in discourse around the terminologies they are using such as *practice-based research*. This might help them develop a more precise conception of what practice-based research means for each teacher but also for this course as a whole.

Clearer connection could be made between research required of student assignments and activity going on in the Lab and in teachers' research practices.

The EEC suggest a focus on finding points of collaborative exchange between research in Music, Performance and Composition and research in Graphic Design. Are there any calls for applications that prefer collaborative/transdisciplinary approaches?

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	Compliant

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

<p><b>Sub-areas</b></p> <p>4.1 Student admission, processes and criteria</p> <p>4.2 Student progression</p> <p>4.3 Student recognition</p> <p>4.4 Student certification</p>
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#### 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:*
  - o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - o *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.*

### Findings

- 4.1 Student admission, processes and criteria: There are 6 administrative personnel available for support at the admission office. These have to advise applicants in all programmes of the EUC. The program holds no selection process for applicants, admitting anyone who finished a secondary (high) school education.

The staff were well informed and spoke confidently about their role and the support they offered the applicants.

- 4.2 Student progression: Published regulations regarding student progression are in place and functioning. Additional processes and tools to collect, monitor and act on information on student progression, are in place.

The students have the option of participating in the Erasmus+ exchange programme and other international networks are in place (Utrecht Network of Universities).

- 4.3 Student recognition: The systems and processes supported fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning.

- 4.4 Student certification: The student work and the assessment of the work is in line with, and comparable to, European standards for which the EEC panel are familiar with.

### Strengths

Student admission, processes and criteria: The openness of the University to accept students with only limited experience of graphic design. The counsellors and academic staff team who take the time to meet with and talk to applicants.

Student progression: The EEC supports the approach of using the first year of education as a foundation year, getting students of diverse qualifications to the same level.

Student recognition: The first year of education supports student diversity and opportunity that opens up the creative arts to a wider range of learners.

### Areas of improvement and recommendations

Student admission, processes and criteria: It is advised that the academic staff have greater involvement in recruitment and counseling of new applicants. The EEC suggests having a yearly open house event, where interested future applicants can visit the department and have a look at the great facilities, talk to students and staff and see examples of student work. It is further suggested to have a better online presence showing students' projects.

Student progression: Although processes and tools to collect, monitor and act on information on student progression, are in place, they could be improved with regard to graduate information, which is currently quite generalised and probably not that useful for feeding back into course planning. Consider a more effective way to disaggregate the student progression information, in line with the new final graduate employment data relevant to Graphic Design.

Student recognition: The EEC was disappointed that only four students showed up for the meeting (three first year and one graduate). That made it difficult to get an adequate understanding of the students' experiences of the course. It was noted that several of the students did not speak of their education as being in design, but were more focused on the artistic aspect of the study. It is recognised that this might be due to these students still being in their first year, where there is an emphasis on art.

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.*

## Findings

5.1 Teaching and Learning resources: The University video shows a well-equipped and modern campus offer. The overall University resources seem to be appropriate and the range on offer is comparable with other HEIs. The environment is modern and welcoming, a student-centred ethos is followed and the wider university resources are at a high level. On campus student accommodation is provided.

5.2 Physical resources: The EEC was provided with an online video tour of the whole campus. Although impressive, during COVID, these resources were not accessible to students. Where possible, staff made online workarounds.

Overall teaching delivery is normally face to face in studios (pre-COVID) and these sessions are normally complemented via course information being available on a VLE (Blackboard) and printed documents. Student output and the work reviewed would indicate that appropriate resources (physical design resources and space is available — EEC's discussions with the student and their comments would support this assessment).

5.3 Human support resources: Range of staff in place to support the student learning; both full time academics and visiting lecturer staff, plus external companies and partners collaborate with the program.

5.4 Student support: Range of staff in place to support the student outside of the direct teaching team, these staff were engaged and informed, and the careers counselling was knowledgeable. The students that the EEC spoke to mentioned that the annual art lecture series provided an opportunity for community-building across the year groups.

## Strengths

Teaching and Learning resources: The library appears to be fully equipped, and the budget allows for teachers to request relevant books for purchase.

Physical resources: Several of the students had positive remarks regarding the facilities of the department. There are Mac computer labs available to students with up-to-date software installed as well as study facilities allocated to the graphic design students.

Human support resources: Most members of the staff team are engaged in research and this allows for a good cross-over from research to practice. The wide range of disciplines represented by the staff provides students with inspiration and specialised guidance.

Student support: There is a well established student support office. Options are provided for students in financial difficulties to pay tuition at smaller installments. Student mobility is supported through the Erasmus+ programme.

**Areas of improvement and recommendations**

Teaching and Learning resources: The teaching staff could improve their communication with the library ensuring that items on the reading lists are also available at the library.

Physical resources: The IT team was not wholly clear on the roll out / state of student access to the Adobe Creative Suite software. Given the importance of this software in the development of industry knowledge and expertise, the connections between the academic and support areas need to be more firmly in place.

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

**D. Conclusions and final remarks**

The ECC has met a group of dedicated teachers who seem generally passionate about delivering high-quality education, eager to engage in research, and available to support the students in their learning.

The committee sees a missed opportunity in collaborations between the programmes of Graphic Design and Music. This can take place via research, where collaborative calls for grant applications and conference papers are increasingly frequent. But also via practice and pedagogy — at a basic level, graphic design students can help promote the concerts of the music students, and create visuals and moving images for these concerts, but some may be open to collaboration at different moments in the process of music composition and performance, such as contributing to notation systems, interfaces for experimental instruments, and learning how to integrate sound in the design of websites and apps. Such collaboration could become a feature of the course, and should take place preferably in the later years of education.

It may be interesting for the programme to reflect further on what are the aspects of its unique identity —based in Cyprus, in a university (rather than an art college) - in a Department of Arts, but without any other visual arts or design programmes and within School of Humanities. Currently there is considerable overlap between art and

design in the programme and ECTs devoted to art (via Introduction to Art History, Life Drawing, and Modern and Contemporary Art, for example). This is not necessarily a problem; indeed it could be re-characterised as a strength. This EEC recommends exploring how to develop a more intentionally interdisciplinary approach within the course, that makes explicit reference to, and forges more connections with the CSCA Lab. Additionally, the programme’s particular specialist interest and expertise in motion graphics, broadcast design, 3D computer animation and comic book illustration could be emphasised to further differentiate it from other similar programmes.

**E. Signatures of the EEC**

<b>Name</b>	<b>Signature</b>
David McGravie (Chair EEC Panel)	
Professor Alice Twemlow	
Professor Sofie Beier	
Click to enter Name	

**Date:** 13.7.2021



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

