

Doc. 300.1.1

Date: 28.11.2022

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

- **Higher Education Institution:**
University of Central Lancashire Cyprus (UCLan Cyprus)
- **Town:** Pyla, Larnaca
- **School/Faculty (if applicable):** School of Business and Management
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μεταπτυχιακό στη Διοίκηση Ανθρώπινου Δυναμικού

In English:

Masters of Science in Human Resource Management

- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**
In Greek: N/A
In English: N/A



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\]](#).

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation of the proposed MSc in Human Resource Management (HRM) took place in person on 21 November 2022 at the premises of UCLan Cyprus (Pyla). One member of the external evaluation committee attended and intervened virtually due to unforeseen travel constraints. The agenda for the meetings and documentation was provided in advance. The committee was introduced to the history, structure, and philosophy of UCLan Cyprus and the School of Business of Management by the Rector and the Head of School, respectively. Subsequently, detailed aspects of the proposed programme were considered during several sessions with the course team, academic and administrative staff (including a representative from UCLan UK). The committee also met separately existing UCLan Cyprus students and alumni (undergraduate and postgraduate).

It is noteworthy that the MSc HRM is part of the School of Business Management's strategy to offer a diverse range of programmes in partnership with UCLan UK, building on available local researcher and practitioner expertise; with a view to target a diverse cohort of students, both local and international. Furthermore, the MSc HRM aspires to be the first one offered in Cyprus to be accredited by the well-known UK Chartered Institute of Personnel Development (CIPD). It is understood that CIPD accreditation has already been secured for the UCLan UK programme, which closely mirrors the proposed course in Cyprus.

The committee was given the opportunity to ask numerous questions across a range of institutional and programme-level aspects and the clarifications received were quite helpful. In addition, the committee commends the management and staff for their professionalism and willingness to address the queries. The committee is supportive of the proposal to run the MSc Human Resource Management. It provides recommendations in the spirit of improving and strengthening the programme as it grows, particularly in terms of ensuring clarity, sustainability, distinctiveness and its effective contribution to human resource management practice in Cyprus and beyond.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Michael Vlassopoulos	Professor	University of Southampton, UK
Fida Afiouni	Associate Professor	American University of Beirut, Lebanon
Teerooven Soobaroyen	Professor	University of Essex, UK
George Kafetzakis	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 University of Central Lancashire (UCLan) Cyprus is proposing to offer an MSc in Human Resource Management, with conventional face to face delivery, totalling 90 ECTS to be delivered over 1 Year on a full-time basis. At the end of the programme, students will be awarded a Postgraduate Diploma in Human Resource Management (60 ECTS) and a Postgraduate Certificate in Human Resource Management (30 ECTS) as well as a Double Award Degree with University of Central Lancashire, Preston, UK. The programme is aimed at both graduate students and working professionals, and in respect of the latter, arrangements will be in place to allow teaching in the evenings and through a part-time mode.

Based on our visit to UCLan-Cyprus, we found that the university has the proper governance structure, the infrastructure, and the needed quality assurance to deliver a successful program. We list below the strengths identified as well as areas for improvements and recommendations.

Strengths

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

- The programme's purpose and objectives are clearly defined, with clear learning outcomes, appropriate for the award of an MSc of the University. The programme provides intellectual stimulation for students desiring to develop their careers in the human resource management and development profession. The curriculum combines rigorous academic study, skills development, and application.
- The programme has 3 compulsory courses (or modules) and offers a choice of 4 elective courses from which students can choose 2. The programme trains students well on research skills and allows them to acquire technical and behavioural HR competencies in alignment with the UK CIPD (Chartered Institute of Personnel & Development) professional framework. UCLan UK has provided support and expertise to guide the UCLan Cyprus in the design of the proposed programme based on an existing programme offered in the UK.
- Students will be required to complete a dissertation involving the application of research skills and analysis of empirical data. This will enable deeper learning and engagement on a given HRM topic. The programme will incorporate a variety of innovative tasks/activities and assessments (e.g., reflective essay, group poster), which will speak to CIPD's core knowledge and behaviour standards. The optional 'research in practice' module provides students with the opportunity to develop a greater level of familiarity and understanding of research evidence.
- The feedback from current UCLan students and alumni is excellent. They find the dual degree and alignment with the CIPD attractive for the prospective MSc in HRM. The employability rates of UCLan graduates are high and students are able to find good jobs in less than 12 months following graduation.
- The small size of UCLan allows to deliver high levels of customized support to students. Students were extremely satisfied with the quick responsiveness to their requests, leading to an enjoyable academic experience that optimizes their chances of success.

- The UCLan leadership, the programme director, faculty, and support staff demonstrate high level of expertise and passion towards teaching and learning that provides assurance for a successful programme delivery.

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.

UCLan seems to have done an excellent job in ensuring a high-level programme design and delivery. Based on our meetings with the leadership team and the programme director and faculty members, the level of commitment to the success of the programme is impressive. The UCLan team is doing a good job in providing high quality content to ensure students acquire the intended learning outcomes. While this was evident through our meetings, the documentation provided does not clearly show all the evidence. We therefore recommend the below:

- 1- Revise the syllabi to provide more clarity about the content of each course. At present, the course content in each syllabus is rather vague and does not allow one to see how the functional areas of HRM (i.e., recruitment & selection, training & development, performance management & compensation, career development) are covered within these courses. It would also be helpful to provide this detailed coverage to allow identifying any potential significant overlap across courses.
- 2- At present, each syllabus lists an extensive list of references. While it is important to expose students to many resources, it would be helpful to indicate which references are deemed mandatory for reading, and which ones are optional.
- 3- The learning outcomes of the programmes are well crafted. While each course has learning outcomes stated in the syllabus, it is not clear how those connect to the programme learning outcomes. It will be helpful to provide a curriculum map that shows how the programme learning outcomes are covered across the courses. It would also be helpful to provide an assessment plan to capture how each learning objective will be assessed, and how it will be reported to ensure assurance of learning. This is an important point namely if the school is intending to apply for the AACSB (Association to Advance Collegiate Schools of Business) accreditation.

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	Compliant



1.4	Information management	Compliant
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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.

UCLan provides a very detailed set of policies with regards to putting student learning at the centre of the offering, be it in relation to staff recruitment, staff guidance, and teaching and learning techniques to be adopted that privileges interaction and constructivist learning styles. From a discussion with students, there is a clear process for them to make representations and provide suggestions.

Strengths

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

- The programme has developed 13 learning outcomes in accordance with the European qualifications framework. These 13 learning outcomes fit into 4 categories: (A): Knowledge and understanding; (B) Subject-Specific Skill, (C) Thinking skills, and (D) Other skills relevant to employability and personal development which provides assurance for learning for this MSc programme.
- The students' admission process is rigorous and the student admission requirements to the programme of study are based on specific regulations which are adhered to in a consistent manner which will guarantee the quality of the programme.
- The university has high level of transparency which will facilitate the students' learning. Upon accreditation, the aims and learning outcomes of the programme together with the programme structure, the admission criteria, the module descriptors and the assessment methodology will be available on the University website.
- The university has a rigorous induction programme. During the induction week, students will be informed about the University academic regulations, administrative procedures, programme specific requirements, student support mechanisms, etc.
- Upon joining the programme, students will be provided with a Programme Handbook as well as Module Handbook (Module Information Pack) for each module they are studying, via the student portal (Blackboard). All handbooks will be provided at the beginning of the academic year and are followed by module tutors throughout the academic year. Our meetings with the UCLan Cyprus students have confirmed the high level of satisfaction from this transparency, and from the customized tutoring they receive, which is highly commendable.
- International students reported very positively about the level of support from their lecturers and the administrative staff.
- The School of Business and Management and the University are committed to the principle of maintaining academic standards at all levels of the students' learning and assessment process. The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.
- The university uses an online submission and online marking portal, with internal and external moderation, and second marking which ensures fair and transparent assessment. There is internal moderation followed by external verification by UCLan Cyprus. Given the dual award approach, there are two external examiners involved (UK and Cyprus). This additional process of verification was highlighted positively by the students.
- There is evidence of a varied range of assessments, as well as continuous formative assessment and feedback provided to the students regularly in a fair and prompt manner.

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.

While UCLan seems to be doing well on student-centred learning, teaching and assessment, our conversations with students led us to identify some areas for improvement:

- Consider recording some events or doing some online/hybrid events, guest speakers, lectures to allow those who cannot attend to benefit from these extra-curricular activities.
- Consider changing the deadline of the research project dissertation since it is hard to collect primary data in the summer. For example, most professionals are on vacation and will not be available for interviews or responding to survey requests.
- Given the apparent intention of the school to recruit more international students, to consider an evaluation of the in-year English language support (i.e., Language Academy) to ensure it will be able to support the needs of students with a mix of language abilities.

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.

The teaching of the programme will be delivered by 7 members of staff. Of these, 3 are full-time employees of the institution, 1 holds a visiting position and 3 are associate lecturers. Most of the teaching staff have completed doctoral studies granted by recognized international universities. Several teaching staff are members of the Higher Education Academy and two of them are CIPD associate members. It is also noteworthy that several members of the teaching staff are actively engaged in topical research themes in the domain of HRM and strive to actively exploit synergies between their research and their teaching.

The recruitment process for academic staff is transparent, merit-based, and conforms to procedures that ensure that highly qualified staff are attracted. The University has in place an annual academic promotion scheme and has a clearly defined set of criteria that need to be satisfied at each rank that include performance in both teaching and research. Promotion does not only depend on meeting the criteria, but it is also a competitive process across the whole University.

Strengths

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

- The members of teaching staff are enthusiastic about the new programme and the opportunity to teach in an area they have expertise on and are passionate about.

- The School implements a workload allocation model which monitors the appropriate balance in the allocation of academics' time across their research, teaching, and administration duties.
- The teaching staff expressed their satisfaction with their teaching workload and the support the University offers them in pursuing their research, including academic conference funding.
- The teaching staff appeared to be a cohesive and collegial group.
- The School has in place an appraisal system for each member of staff, which sets out specific objectives in each area and monitors their achievement.
- Teaching staff receive feedback from students through Module Feedback Questionnaires and the Student Staff Liaison Meetings that take place each semester.
- The University has in place a structured process of annual monitoring and reviewing of all courses that involves the course Leaders, the Head of School and the Academic and Quality Assurance Department.

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.

At an initial stage, no permanent member of staff above the level of assistant professor will be involved in the delivery of the programme. Going forward, this imbalance will be naturally corrected as members of staff move up the ranks through the promotion process. In the meantime, the leadership of the School might want to consider implementing a mentoring system for teaching staff who will be delivering the new HRM programme to make sure that staff feel appropriately supported and mentored, especially those in the early-career researcher category. Where relevant/feasible, UCLan Cyprus may seek the support of UCLan UK faculty for such subject-specific mentoring.

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	Compliant

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.

There is evidence of a transparent process for enrolment and progression. The entry requirements (academic qualification and language score) are clearly set out and appropriate. There are very detailed procedures for the accreditation of prior learning (APL). The certificate and supporting documentation were provided. Following discussions with students and relevant staff, UCLan Cyprus does rely on systems to track student progression and performance, notably with the use of Student Attendance and Engagement Monitoring (SEAM) system and Blackboard.

Strengths

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

- The processes of enrolment and progression are transparent, sensible, and fair.
- The Student Attendance and Engagement Monitoring (SEAM) system is to be commended and will undoubtedly help UCLan Cyprus identify students who might be struggling with their course, enabling early interventions from academic advisors and lecturers.

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 programme is both open to recent graduates as well as mature learners who are hoping to upgrade their knowledge and skills in relation to HR. While this positively responds to an inclusive approach, it would be advisable for UCLan Cyprus to ensure that each cohort has an appropriate mix of students from these two key categories. Cohort diversity fosters learning and will be beneficial to the quality of student interactions and participation.

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.

UCLan Cyprus is based in a modern, purpose-built campus with state-of-the art academic and operational facilities. The University provides teaching and learning materials for all programmes via a virtual learning environment (Blackboard). Assessment submission and feedback is also coordinated electronically through the platform. The IT infrastructure is appropriate offering students a variety of relevant software applications for quantitative and qualitative analysis. The campus includes a library that holds key references on shelf and provides access to a range of electronic resources (notably e-core texts). Support with regards to the teaching materials, learning resources and assessments is provided by UCLan UK, and UCLan Cyprus have the option of adapting or reviewing the material to fit the learning context.

Strengths

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

- The online portal is a very appropriate resource and provides reassurance that the programme will be able to cope in unexpected circumstances that might make face-to-face delivery impossible.
- Students appeared very satisfied with the level of support that they receive from academics. Members of staff are very accessible and responsive. Each student is allocated an Academic Advisor.
- The campus facilities are modern and fit-for-purpose creating an excellent learning environment for students.
- Students have access to a range of valuable resources, including language support, counselling services, and a careers' office. The WISER support and counselling scheme is to be commended.
- There is a structured system to draw on guest and industry speakers as part of the module teaching and more generally as additional talks to deepen learning and foster understanding of career opportunities.

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.

Students indicated that they would welcome the reinstalment of some resources that were available to them during COVID, such as, recordings of the lectures. The committee would encourage this practice, which would ensure that, for instance, students with professional responsibilities would have equal access to learning resources.

Given the distinctiveness of the CIPD qualification for the programme, UCLan Cyprus could consider closer involvement with the CIPD and local CIPD community to ensure students are better informed about the implications of professional membership in the HR arena.

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 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*

6.2 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.*

6.3 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.

Not applicable

Strengths

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

Not applicable

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.

Not applicable

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.

The MSc HRM programme proposed by UCLan Cyprus, tied to the CIPD professional membership and building on the UCLan UK offering, offers a distinctive opportunity to the local market in terms of combining (i) an academic syllabus validated in the UK context, (ii) the organic research strengths of key academics in the School of Business and Management with some potential synergies with other departments e.g., psychology, and (iii) the skills and competence required to be an HR professional. The more these local elements are developed over time, the more the distinctiveness of the programme will emerge from a local and international perspective.

Following discussions with the leadership, the proposal fits very well within the School and University's strategy to expand its suite of programmes and to attract international students. The committee also notes that UCLan Cyprus will be part of UCLan UK's AACSB accreditation journey, which is to be commended.

As it stands, the programme structure and expectations seem in line with the EQF. In the main, the committee has recommended further clarity in terms of the content of the modules, alongside a few other recommendations for considerations. To this extent therefore, the committee is supportive of the UCLan Cyprus MSc Human Resource Management programme.

E. Signatures of the EEC

Name	Signature
Michael Vlassopoulos	
Fida Afiouni	
Teerooven Soobaroyen	
George Kafetzakis	
Click to enter Name	
Click to enter Name	

Date: 28/11/2022