

Doc. 300.1.3

Date:

# Feedback Report from EEC Experts

- **Higher Education Institution:**  
University of Central Lancashire Cyprus (UCLan Cyprus)
- **Town:** Larnaca
- **School/Faculty:** School of Sciences
- **Department:** Department/Sector
- **Programme of study under evaluation**  
Name (Duration, ECTS, Cycle)

**In Greek:**

Πτυχίο στην Παραγωγή Οπτικοακουστικών Μέσων (4 ακαδημαϊκά έτη/ 240 ECTS)

**In English:**

BSc (Hons) Media Production

- **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. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Name</b>	Position	University
<b>Iben Have</b>	Associate Professor	Aarhus University, Denmark
<b>Anastasia Veneti</b>	Associate Professor	Bournemouth University, UK
<b>Markos Souropetsis</b>	PhD Student	Cyprus University of Technology
<b>Christian Christensen</b>	Professor	Stockholm University
<b>Name</b>	Position	University



## **B. Guidelines on content and structure of the report**

*The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

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

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

### EEC's final recommendations and comments on the HEI's response

With regards to Section 1, the EEC was overall very satisfied with the exception of part of the section 1.2 (Design, approval, on-going monitoring and review), with respect to the design of the Programme, as it looked like the practical modules dominated at the expense of more theoretical modules. Having read the response of UCLan Cyprus, the EEC welcomes the changes made to the programme by the teaching team in order to address the comments made in the initial report. The EEC is happy to see that the new programme is characterized by a healthy balance between theoretical and practical components. More specifically, UCLan Cyprus has designed three new modules which are programme specific and compensate for the previous deficiency in the theoretical grounding of the programme. We are also very happy to see the creation of the new compulsory module MF3604 Dissertation. With respect to the two modules MF1601 (Film, Television and Media Culture) MF2601 (Thinking through Film, Media and TV), the suggested content aligns with the suggestions made by the EEC. Nonetheless, we suggest that the promised balance between theory-practice (described in the general description of the modules) should be more carefully and appropriately reflected in the detailed module descriptors. Please see the next section for specific advice on how to better reflect this balance in the mapping of The General Learning Outcomes (GLO) of the suggested new modules.

## 2. Student - centered learning, teaching and assessment (ESG 1.3)

### EEC's final recommendations and comments on the HEI's response

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The EEC has read the response and welcome the initiatives of 1) enhancing the theoretical and research elements of the programme by adding three new programme-specific, compulsory modules (MF1601, MF2601 and MF3604), and 2) developing the curriculum map listing the skills expected to be developed by the students throughout the programme along with the relevant programme learning outcomes and the modules aiming at developing and assessing such skills. The committee also value that the team is committing itself to continue monitoring, evaluating, and improving the practice/theory-balance and the student skills.

The Course Purpose, Objectives and Learning Outcomes of the new courses as described in APPENDIX 1 promise an appropriate practice/theory balance. However, the balance formulated in these Course Purposes, Objectives and Learning Outcomes seems not to be reflected sufficiently in the mapping of The General Learning Outcomes (GLO) of the programme grouped in the 4 main categories, A, B C & D (APPENDIX 3, page 1). Some examples of how to improve the theory/practice balance in APPENDIX 3 will follow here:

- The EEC would suggest formulations like “Knowledge of theories and methodologies to understand and analyse the role of media and communication in culture and society” included in **category A**.
- **Category B (Subject Specific Skills)** could benefit from including descriptions matching the fomulations from Course MF3604: “Apply appropriate critical, analytical, theoretical or methodological approaches to a chosen topic, and/or “Work independently on a sustained piece of academic work” (both examples are copied from course description MF3604, APPENDIX 1).
- The **category C** called Thinking skills (a name which is a bit unclear) only contains formulations about production skills. But it should also reflect formulations from the course descriptions like, “Critically analyse media forms using a range of theoretical and contextual ideas” (copied from course description MF2601, APPENDIX 1) and/or “Enhance student confidence in applying relevant theoretical and conceptual approaches to a range of media texts” and/or “Encourage critical thinking



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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regarding the concept of representation and its importance in the construction of concepts such as class, ethnicity, gender and identity” (copied from course description MF1601, APPENDIX 1).

### 3. Teaching staff (ESG 1.5)

#### EEC's final recommendations and comments on the HEI's response

A central concern of the EEC at the time of the evaluation was that the department lacked sufficient skills and experience in the area of theory to act as a sufficient balance to the practical education being offered, and that this lack of experience was reflected in both course output and the theoretical content of courses. Based upon the response from UCLAN, the EEC has determined that the proposed changes will help to make up for these previous deficiencies. (However, please see the EEC comments in Sections 1 & 2 regarding specific course modules). The most important proposed change proposed by UCLAN is the hiring of two new staff members to make up for the shortcoming in critical studies and theory, and the EEC finds this to be an important and effective proposal that will likely add a great deal to the program. Finally, the EEC concerns over individual staff members having responsibility loads that could lead to problems should staff leave or become ill have been addressed by UCLAN leaders who indicate that a Deputy Course Leader will be appointed once accreditation goes through.





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

##### *EEC's final recommendations and comments on the HEI's response*

The EEC has read the response and welcome the initiative of replacing the TE3000 (Research Project) elective, 10 ECTS, final year (Year 4) with a new compulsory, 20 ECTS, final year (Year 4) dissertation module (MF3604 – Dissertation), which ensures that a compulsory final project that builds on students' research and analytical skills is incorporated within the programme curriculum. This initiative responds to the committee's recommendations.



## 5. Learning resources and student support (ESG 1.6)

*EEC's final recommendations and comments on the HEI's response*

**NOT APPLICABLE**



**6. Additional for doctoral programmes**  
(ALL ESG)

*EEC's final recommendations and comments on the HEI's response*

**NOT APPLICABLE**



## 7. Eligibility (Joint programmes) (ALL ESG)

*EEC's final recommendations and comments on the HEI's response*

**NOT APPLICABLE**

### C. Conclusions and final remarks

*The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.*

#### EEC's final conclusions and remarks

*Based upon the suggestions and material submitted by UCLAN in response to the original EEC report, the EEC are satisfied that the proposed amendments and changes will meet concerns raised. The EEC would like to note, however, the concerns regarding courses/modules detailed in Section 1 and Section 2. AS A FINAL NOTE, THE EEC WOULD LIKE TO POINT OUT THAT IN THE ORIGINAL REPORT SUBMITTED, THE EEC ERRONEOUSLY DEEMED UCLAN TO BE "NON-COMPLIANT" IN THE AREA OF PRACTICAL TRAINING (SEE PAGE 14). THIS SCORE SHOULD HAVE BEEN "COMPLIANT."*



The

#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Christian Christensen</b>	
<b>Iben Have</b>	
<b>Anastasia Veneti</b>	
<b>Markos Souropetsis</b>	
Click to enter Name	
Click to enter Name	

**Date:** June 14, 2022

