Doc. 300.3.1/1
Date: April 10, 2024

External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
  University of Central Lancashire Cyprus

- **Town:** Larnaca

- **School/Faculty:** Department of Arts, Media and Communication

- **Department:** Department of Arts, Media & Communication

- **Department's Status:** New Department

- **Programme(s) of study under evaluation:**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
Programme Name
In English:
BA (Hons) Graphic Design (4 years, 240 ECTS, 1st Cycle)

Programme 2
In Greek:
Programme Name
In English:
MA Graphic Design (1 year, 240 ECTS, 2nd Cycle)

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A. Introduction

This part includes basic information regarding the onsite visit.

The visit took place on 8 April 2024. The meetings were held at the UCLan Cyprus campus. The University shared presentations during the day and the External Evaluation Committee (EEC) received paperwork in advance. The day started with a short welcome by the university rector, Professor Irene Polycarpou, followed by a presentation of the university and a consecutive discussion.

The private licensed university was established in 2012 in Cyprus. All programmes are accredited by CY-QAA and validated by UCLan, UK. The degrees are double-awarded and conferred by UCLan Cyprus and UCLan, UK. Despite this close connection between the institutions, it was highlighted that UCLan Cyprus is an independent university, and not a franchise of UCLan UK.

Including the proposed Department of Arts, Media and Communication, with its two undergraduate (UG) and two postgraduate (PG) programmes, the university will offer 16 UG and 14 PG programmes across four departments. The institution is populated by more than 1.5k students, of which the largest proportion (45%) are from Cyprus (and even more specifically from the Pyla area local to the campus). 12% are EU citizens and 43% are from other countries.

The visit was well organised, with a series of informative meetings with university stakeholders: Prof. Irene Polycarpou (Rector of UCLan Cyprus), Dr. Christos Karpasitis (Head of the Department of Arts, Media and Communication), Dr. Nearchos Paspallis (Head of the Department of Sciences), Dr. Cosmina Theodoulou (Director of the Academic Quality and Compliance Office), Dr. Effie Toumazides-Katchis (Course leader of MA in Graphic Design), Mr. Lambros Ioannou (Course leader of BA in Graphic Design) and Ms Antri Yerasimou Makri (Academic and Quality Assurance officer). Further meetings were held, separately, with the teaching staff, including: Ms Christiana Varda, Ms Vesela Popova, Dr. Antri Kanikli, Dr. Andria Michael, Dr. Olga Kvasova and Ms Rafaella Maria Lakeridou; students/alumni, and main administrative staff. The order of meetings made sense and the presentations were clear. All staff of the Department were helpful and attentive to questions. However, on occasion, the EEC needed to repeat and rephrase some of their questions until they received substantial answers. Due to the required extra time to get the information the EEC was looking for, the planned timing to carry out the discussion with all relevant people was sometimes too short.

The moderation by the CYQAA officer, Ms Emily Mouskou, was well-managed and appropriate. All documents were made accessible within a sufficient time frame before the actual site visit, while further documents the EEC required were shared instantly after the visit. We would like to thank the officer for their responsiveness and diligence.

B.   External Evaluation Committee (EEC)

Name	Position	University
Alexander Tibus	Professor of Visual Communication Design	Berlin International University of Applied Sciences
Alessandro Colizzi	Associate Professor, Graphic design history, Typography and Type design	Politecnico di Milano
Alice Twemlow	Professor, Graphic Design History, Theory & Sociology	University of Amsterdam
Styliani Zintili	Student, Graphic Design	Cyprus University of Technology

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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 each 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*

- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- ● *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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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 labour 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?*

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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.

Findings for [1.1 Policy for quality assurance]
The university has a solid Quality Assurance Policy and procedures developed in accordance with the UK Quality Code for Higher Education, and defined in conformity with Cyprus QAA regulations. The quality standards and indicators used in the internal monitoring of each programme adequately cover all the functions and sectors of the Department's activities, namely: teaching and learning, research, and community engagement.

Findings for [1.2 Design, approval, on-going monitoring and review]
Since UCLan Cyprus is an international branch campus of the University of Central Lancashire UK (although a fully licenced and accredited private university in the Republic of Cyprus), the programme development process at UCLan Cyprus is closely connected to the processes and best practices of UCLan UK. The process is overseen by the Department's Academic Standards and Quality Assurance Committee in collaboration with relevant planning bodies of both universities. The course development process takes about 2 years, involving consultation with external stakeholders and students, and is subject to a formal institutional approval process.

The new programmes being evaluated here – BA (Hons) in Graphic Design and MA in Graphic Design – are designed with overall objectives in line with the university's strategy and explicit intended learning outcomes. Both programmes reflect 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). The programmes' structure are designed so that they enable a smooth student progression, with a clear definition of the expected student workload in ECTS and study workload.

Findings for [1.3 Public information]
Information about study programmes, credit units, learning outcomes, admission criteria and completion of studies, as well as facilities and positions of teaching staff are published on the university's website and circulated in printed matter (prospectuses, study guides, course handbooks). Procedures for accreditation of prior learning and credit transfer are in line with European standards and/or international practices. The overall programmes' design (content and structure) corresponds to the European Qualifications Framework (EQF) standards and current legislation, while also meeting professional qualification standards.

Strengths

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

Strengths for [1.1 Policy for quality assurance]

Academic quality is constantly assessed and enhanced through periodical monitoring and reporting between the committees emanating from the Academic Senate (Academic Standards and Quality Assurance Committee and Research and Innovation Committee) and the Department. In particular, the procedures for quality assurance support and encourage academic integrity and guard against intolerance or discrimination of any kind.

Strengths for [1.2 Design, approval, on-going monitoring and review]
A thorough and consistent design, monitoring and review process is implemented. Following the university's Academic Quality policy, both programmes will undergo a regular monitoring and periodical internal review (review cycle 5–6 years) to ensure that they remain up-to-date and consistent with developments in society and industry. Monitoring and review mechanisms rely on active feedback by the teaching staff and students, while external feedback is provided by expert reviewers and through liaisons with industry partners. At the Department level, feedback from academic staff is provided through the Module Leader and Course Leader reports, and departmental & course meetings; feedback from students is collected and analysed through Module and Programme Feedback questionnaires, as well as Student Liaison Committee meetings.

Strengths for [1.3 Public information]
Since the Quality Assurance Policy is part and parcel of the institution's strategic management, **the EEC recommends that a description of the Quality Assurance policies be made easily retrievable on the university's website.**

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.

Areas of improvement and recommendations for [1.1 Policy for quality assurance]
The EEC has no recommendation.

Areas of improvement and recommendations for [1.2 Design, approval, on-going monitoring and review]
The BA programme's stated aims and overall structure clearly correspond more to a vocational curriculum than a research-oriented one – which is absolutely fine and in line both with the institution's strategic plan and with Cyprus' economic context. This approach though appears to be markedly different from the design curricula at most European universities/art & design schools, an aspect which might potentially lead to confusing expectations for prospective students. In this regard, **the EEC feels that a clear definition of what constitutes graphic design at UCLan Cyprus, i.e. the lens through which the discipline is looked at and taught, would help contextualise and make explicit the specificity of the new programme.**

Secondly (but still related to the previous point), although there seems to be a fair balance of theory and practice in the programme structure and course contents, **the EEC feels that the fundamentals of graphic design are somehow neglected, whereas they should be part of the early phase of the curriculum.** Basic graphic design teaching should include disciplines such as typography, illustration and photography (like drawing, which is indeed covered by one course), since they are key components of visual communication/graphic design regardless of the chosen media (printed/digital, fixed/in motion, etc.). **The**

EEC therefore recommends revising the programme structure in order to include basic components such as typography, illustration and photography into the early steps of the curriculum. These disciplines would provide students with a solid background, and could then be successfully integrated into more advanced courses.

The EEC also notes the rather small number of elective courses, especially within a 4-year study programme. **We recommend that more options for diversification be offered to students, especially in the 3rd and 4th year of the BA**.

In the MA programme, the EEC recommends implementing a clearer distinction between the teaching of theory, research findings (by staff to be shared with students), research skills and methods, and within research skills and methods, being clear about the programme's take on practice-based research.

Areas of improvement and recommendations for [1.3 Public information]
What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		BA	MA
1.1	Policy for quality assurance	COMPLIANT	COMPLIANT
1.2	Design, approval, on-going monitoring and review	PARTIALLY COMPLIANT	PARTIALLY COMPLIANT
1.3	Public information	COMPLIANT	COMPLIANT
1.4	Information management	COMPLIANT	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 and method of assessment, as well as criteria for marking, are published in advance.*

- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *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)?*

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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.

Findings for [2.1 Process of teaching and learning and student-centred teaching methodology]
The University strategy 'aim for an exceptional learning environment' demonstrates different key elements, including the teaching staff to complete the Higher Education Academy assessment, to provide supporting material such as lecture slides, worksheets, and reading lists online. Assessment feedback is to be shared with students within a reasonable time period after submission, the same goes into account for answering students email questions.

A range of teaching methods such as lectures, seminars, case study analysis, discussions and debates, workshops and tutorials serve to accommodate different learning styles and preferences. Opportunities for self-directed learning and independent research shall allow students to explore the subject area and to further develop themselves independently.

The students are encouraged to take an active role in shaping their learning process. They are asked to inform module leaders of any module-specific difficulties, inform the (deputy) course leaders of any course-related issues, and address their academic advisors for issues regarding campus life outside the teaching. They are also asked to check *Blackboard* and email daily and manage their time responsibly. Student feedback is considered as essential to ensure integrity and to foster student-centred learning and teaching, whereas staff peer observations serve as a mechanism for academics' reflection and self-improvement. The University facilitates learning via technology using *Blackboard, Turn-It-In,* and access to *Linkedin Learning.* There are support structures for students with special needs and learning difficulties as well as student counselling.

To implement the use of up-to-date and effective educational technologies, administration and support staff assure that computers, and other technical and lab equipment are operational, and that the latest versions of software are installed. To increase the student interest and engagement, the Program is looking to create conditions that simulate the real world. Industry partners are going to be involved in activities such as professionals´ guest talks and offering real-world problem sets for the student projects. There are going to be field trips such as gallery visits as well as the participation in national and international student competitions. Those are going to be complemented by on campus events such as exhibitions on Program level. Such activities and events also serve to enhance the students' employment and market opportunities.

Mutual respect is going to be promoted by predefined student and staff responsibilities. The students shall attend their scheduled sessions, inform staff about extended periods of sickness, and minimise disturbances in and outside class. The academic staff shall respect and encourage contributions and participation by all students, and foster a supportive learning environment. The administrative staff is involved in accommodating student needs, and works across the departments to support their academic progress.

The procedures to deal with student's complaints are equitable, simple, and neatly documented.

Findings for [2.2 Practical training]

Theory and practice are closely interlinked in the teaching and supported by different labs and the design studio. The academic staff on the new programs have proven their abilities to successfully initiate cooperative projects with the local community, various brands, companies and other institutions. They are looking to further initiate such corporations within the new programs. Furthermore, the BA program offers an optional sandwich year to gain practical experiences via internships.

Findings for [2.3 Student assessment]

Effective and timely communication between teaching staff and students is ensured by various formats such as oral, written or digital means (email, online platforms). The assessment criteria are mapped with the learning outcomes of the respective module; they are described in the module descriptor and the course handbook, which are provided at the beginning of the academic year.

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

Strengths for [2.1 Process of teaching and learning and student-centred teaching methodology]
The teaching staff is being trained internally and within the HEA scheme. Procedures to support a supportive, respectful and engaging teaching and learning environment are neatly defined.

Strengths for [2.2 Practical training]
The focus on employability is supported by modules dedicated to professional skills such as networking, presenting, CV writing etc. and by the encouragement of work placements in local design firms.

Strengths for [2.3 Student assessment]
The commitment to provide feedback to student assignments less than 15 days after submission is impressive and one of the benefits of a small student cohort.

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.

Areas of improvement and recommendations for [2.1 Process of teaching and learning and student-centred teaching methodology]
The term 'innovative' is being mentioned multiply towards the curriculum, the teaching methods, giving feedback, and practice. How such innovation will be achieved remains unclear, and seems to be left to the teaching staff. **The EEC recommends a clear definition of what innovation means in those various contexts, how it is going to be implemented, and how tutors can implement it in their teaching in order to yield change towards novel approaches.**

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Areas of improvement and recommendations for [2.2 Practical training]
As the programmes expand, the EEC recommends the introduction of graphic design workshops such as type, bookmaking, printing to continue fostering a culture of creativity and making with physical outputs.

Areas of improvement and recommendations for [2.3 Student assessment]
The EEC has no recommendation.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		BA	MA
2.1	Process of teaching and learning and student-centred teaching methodology	COMPLIANT	COMPLIANT
2.2	Practical training	COMPLIANT	COMPLIANT
2.3	Student assessment	COMPLIANT	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.

Findings for [3.1 Teaching staff recruitment and development]
The procedures and measures to attract staff follow formal, detailed and transparent guidelines that demonstrate relevant criteria. The staff recruitment process is fair, transparent and clear. It is designed to ensure the competencies of teaching staff. This is also reflected in both the staff recruitment policy and the staff recruitment scheme.

The qualifications of the teaching staff for the two programs appear to be adequate and well distributed. They cover graphic design, UX, UI, web and media design, as well as language-related disciplines and marketing. The academics who will form this Department are for the most part research active. The EEC considers that the results of the teaching staff research activity are shared to a satisfactory extent at peer-reviewed international conferences and in international journals.

Introduction procedures support staff to smoothly onboard the university. This includes training in teaching, library training, preparation for conference participations, as well as procedures to enhance their teaching and their research skills. A mentoring scheme in which academics of higher ranks support those of lower positions further supports professional growth. The professional development of staff includes training for academics towards FHEA (Fellow of the Higher Education Academy). Further support is in research and artistic collaborations with UCLan UK, as well as access to various support mechanisms of the partner institution.

An annual academic promotion scheme includes a list of requirements, such as course development, management and academic leadership, research activities, 'I&E' ('Innovation & Enterprise' including factors such as international mobility, industry collaborations, professional body membership, internal and external consultancy, and contributions to standards and policies), curriculum development and delivery,

income generation, supervision of research students or postgraduates, 'impact activities' such as recognitions, memberships and networks, as well as curriculum development and delivery.

Any academic member of staff with a 1.0 FTE appointment and who has worked for at least two years, can apply for promotion to the next rank, based on a very detailed scheme which prioritises the demonstration and evidencing of research activity.

Findings for [3.2 Teaching staff number and status]
The BA program includes 9 academic staff members of whom 8 are resident and in full-time employment, plus 1 associate staff. Additionally, there are 2 visiting staff: A Senior Lecturer in Graphic Design in the UK and a Brand Designer and Educator from the USA, both teaching remotely.
The MA programme will be taught by 4 academic staff members, all of whom have full-time appointments. Three of the 4 are at Lecturer level, and one (who is also the Department head) has an assistant professor rank.

The ratio of teaching staff to relative subject area sufficiently supports the programmes of study. Full-time academics in the Department possess either a PhD or substantial professional/artistic practice experience, whereas all Associate lecturers possess either a Master's degree or extensive industry experience; the teaching staff appears thus fully qualified for teaching their respective subjects.

Findings for [3.3 Synergies of teaching and research]
The teaching staff engages with external partners on various levels and fields, mainly local and community. However, only few of the permanent staff demonstrate a quite small range of memberships in graphic design-related associations, committees, juries, professional bodies and other HEIs.
There is an impressive body of research by the academic staff, however the output relating to graphic design is quite little.

Theoretically the professional development of staff is supported by a balanced academic workload ratio between teaching, research/artistic work, and administrative responsibilities of 40:40:20. Because these are new programmes, however, which will bring additional administrative work as well as additional preparation time, it will be important to monitor this situation so that the ratio doesn't become too imbalanced.

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

Strengths for [3.1 Teaching staff recruitment and development]
There are helpful procedures to onboard new staff, substantial training to foster the quality of teaching such as gaining the FHEA, as well as a transparent promotion scheme. The mentoring scheme in which academics of higher ranks support those in lower positions to develop their pedagogical and research practices is a strength of the programmes and one to continue to prioritise. The academic staff that the EEC met expressed satisfaction in their jobs, and said they felt valued by colleagues and managers, and well supported in their career progression. This is to be commended and not always heard during university evaluations!

Strengths for [3.2 Teaching staff number and status]
Eight out of nine of academic staff members on the BA are in full-time employment. The balance between present and visiting teaching staff is good.

All four MA staff members are in full-time employment. (However, it should be noted that only one of these four teaches solely on the programmes under review.)

Strengths for [3.3 Synergies of teaching and research]
The distribution of working hours for teaching, research/artistic work and administration are well balanced, and useful to foster the professional development of academic staff.

The connection between research and teaching has the potential to be quite strong in the MA programme, since two of the four staff members are research active.

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.

Areas of improvement and recommendations for [3.1 Teaching staff recruitment and development]
Although there are useful procedures to assess the teaching quality of Lecturers and Modules in the new Programs, the quality of the teaching and development of teaching skills are not reflected in the promotion scheme. Also during the site visit, the EEC gained the impression that quality in teaching is highly valued by the Program Leader and the staff. **Therefore the EEC recommends implementing additional factors in the promotion scheme that recognise the importance of teaching, meet the objectives and planned learning outcomes of the study programme, and ensure quality and sustainability of the teaching and learning.**

The academics who will form this Department are for the most part research active. However, all of the research outputs are in areas adjacent to **graphic design** and fashion design; none of them address it head on. **It is hoped that in the near future the academics will conduct research into topics that relate more directly to graphic design and share its outcomes in the journals and conferences and via other means of dissemination dedicated to fostering graphic design discourse.**

Areas of improvement and recommendations for [3.2 Teaching staff number and status]
According to 'TABLE 11 Academic Staff' in the *Application for Departmental Evaluation,* staff member Christina Varda has a weekly workload of 50 hours (18h for teaching, 14h for research, and 18h for administration). The table should be assessed, and, if the surplus of 10 weekly hours applies, Ms. Varda's workload has to be reduced by 10 hours to the regular full-time workload of 40 hours.

Areas of improvement and recommendations for [3.3 Synergies of teaching and research]
Academics on the programs demonstrate an impressive body of research, however the subject area of graphic design remains underrepresented. Staff membership of professional organisations is mostly on a local rather than internationally recognised level, and there are very few in the realm of graphic design, including closely related disciplines such as typography, illustration, editorial design, etc.

The EEC recommends fostering links to graphic design professional bodies, institutions, industry, practitioners, and other HEIs (also beyond Cyprus) offering the subject. When hiring further academics in the near future, the Programmes should recruit staff with a distinct background in graphic design in order to gain those connections, and to foster a culture of graphic design in the new Programmes and the Department. This will likely result in better understanding for the subject area, its disciplines and requirements. Currently, graphic design-specific backgrounds, memberships, industry links and research profiles are underrepresented in the body of staff.

The synergy between teaching and research is even more important at MA level, where a student is expected to be developing their own research practice, to be deepening their theoretical and critical thinking either alongside or conducted through their design practice. It certainly benefits students to be immersed in a culture of inquiry.

The research interests of the staff comprise the following topics, roughly in order of prevalence:
- user experience research;
- social media and networks and social media user behaviour;
- cultural preservation through creative practice;
- viral videos, advertising, and marketing;
- media literacy;
- epistemic cognition and informal learning;
- misinformation;
- digital journalism;
- digital media design and web design;
- graphic design;
- audiovisual design.

While it is rarely the case that an entire staff's research interests find direct equivalents in the subjects to be taught, the situation in the UCLan Cyprus is notable in that almost none of them correspond. **The EEC recommends that the programme be more explicit about this fact, explaining that the expertise of this programme is geared towards digital media design, user experience design etc. (with growing attention to, and understanding of graphic design as one of its aims). Alternatively, the programme can hire staff whose research interests and practices are more aligned with its intended learning outcomes.**

The member of academic staff who requires additional mentoring and time to develop his research practice has one of the largest teaching workloads (11 periods per week across four different programmes, which will likely require significant extra hours of preparation and assessment). The ratio of teaching : research : administration should be closely monitored here.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

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		BA	MA
3.1	Teaching staff recruitment and development	COMPLIANT	COMPLIANT
3.2	Teaching staff number and status	COMPLIANT	COMPLIANT
3.3	Synergies of teaching and research	PARTIALLY COMPLIANT	PARTIALLY COMPLIANT

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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:

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- *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.

Findings for [4.1 Student admission, processes and criteria]
Information about study programmes, credit units, learning outcomes, admission criteria and completion of studies, as well as facilities and positions of teaching staff, are published and regularly updated on the university's website and in printed matter (prospectuses, study guides, course handbooks). The Department's admission criteria are aligned to higher education standards of the EU.

Distinct student admission criteria are established for each programme, and adhered to consistently. Procedures for accreditation of prior learning and credit transfer are in line with European standards and/or international practices.

Findings for [4.2 Student progression]
The system and criteria for assessing students' performance are clearly outlined in the relevant documentation. Data related to students' academic performance are systematically collected and procedures are implemented for evaluating such data according to a relevant policy, managed by a Data Management Committee.

The Department is meant to collect and publish graduate employment information. However, since the Department is not yet in operation, it has not been possible to obtain any such data, nor data about success exam rates, average grades or score breakdown, average duration of studies, dropout rates, etc.

Findings for [4.3 Student recognition]
Procedures for accreditation of prior learning and credit transfer are in line with European standards and/or international practices. Students receive a certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies pursued and successfully completed.

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

Strengths for [4.1 Student admission, processes and criteria]
Students applying for the MA programme must have a minimum level of proficiency equal to IELTS 6.5 or

equivalent (a minimum of 5.5 in each component) according to the Common European Framework of Reference for Languages (CEFR). This signals a commitment to quality from the launch of the programme.

Strengths for [4.2 Student progression]
Procedures are in place that allow for the monitoring of each student in his/her academic progression. Based on projected enrollment, the ratio of student number to teaching personnel is fully adequate. The university also ensures an adequate student support service in regard to academic and/or personal difficulties.

At the MA level, the EEC commends the intended use of a learning agreement developed by the student in consultation with a subject tutor/academic advisor accompanied by a journal that is reflective of process and development.

Strengths for [4.3 Student recognition]
Students receive a double-awarded degree (UK & CY).

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.

Areas of improvement and recommendations for [4.1 Student admission, processes and criteria]
The EEC recommends that the interview committee request a portfolio for admission to the BA and a written statement of intent and/or proposed research inquiry at the MA level. **The EEC also recommends that interviews be conducted by more than one person.**

Areas of improvement and recommendations for [4.2 Student progression]
None

Areas of improvement and recommendations for [4.3 Student recognition]
In most other MA level programmes, and as mentioned in the list of Learning Outcomes for Exit Awards, D6, students are expected to have produced a body of written work to an appropriate professional standard. If the Advanced Practice project is the 'degree' project, then the staff could specify with more clarity when and how a body of written work will be produced and in relation to what.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant	
		BA	MA
4.1	Student admission, processes and criteria	COMPLIANT	COMPLIANT
4.2	Student progression	COMPLIANT	COMPLIANT
4.3	Student recognition	COMPLIANT	COMPLIANTr
4.4	Student certification	COMPLIANT	COMPLIANT

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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.*

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- *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.

Findings for [5.1 Teaching and Learning resources]
The EEC was given a tour of the facilities intended to support research at a university-level. These include: research labs, academic office spaces, computer labs, a library, quiet rooms and meeting rooms. In addition, the EEC was shown the Department-specific spaces and equipment: the Centre of Interdisciplinary Science Promotion and Innovative Research Exploration (InSPIRE) contains workstations, and an array of digital devices (such as smartwatches, smartphones, tablets, virtual reality devices, wireless sensor networks, robotic educational toys, a drone, etc.); the lab will be used by students as well as staff members from the Department of Sciences as well as the proposed Department of Arts, Media and Communication. The Atelier and Sewing Studio will house essential fashion design equipment and supplies (such as papers, fabrics, drawing supplies, paper guillotines, fabric cutters, drawing boards, tracing/design light boxes/boards, mannequins, movable mirrors, industrial steam iron and buttonhole machine); the Department has taken care to create an appealing, flexible well-lit space, which they hope will be conducive to the research activities of fashion design students and staff. The Design Studio provides equipment and supplies for drawing and basic design activities. The large (540x240cm) and centrally positioned work table and stools provides a good setting for a group workshop and collaborative making activities. There are also some boards and shelves which could be used for showcasing research processes and outcomes. Additionally there is a podium and a 55-inch display for presentations. The room is yet to be activated as a research lab and is currently staged with some 'placeholder' materials which the EEC is concerned might be misleading to potential students, since they are not indicative of current graphic design practice nor of graphic design research.

Findings for [5.2 Physical resources]
See above [5.1]

Findings for [5.3 Human support resources]
Staff and student support are well organised and appear to work effectively. There are transparent procedures to support the Department, to enable the Department Board to constitute itself and to operate effectively, and well-documented courses of action that deal with student complaints, prevent academic misconduct, or if proven, pursue disciplinary measures.

The university also ensures an adequate student support service in regard to academic and/or personal difficulties. Procedures are in place allowing to monitor each student. In the light of the expected enrolment, the ratio of student number to teaching personnel is fully adequate.

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

Strengths for [5.1 Teaching and Learning resources]
Attention to the learning environment is key in a Department devoted to the creative arts; in this regard, the number of students in classrooms or laboratories is suitable for a balanced face-to-face interaction with teaching staff. The pedagogy favours student-centred learning and facilitates tutor support through a variety of means.

On-line teaching and learning materials for all of the MA programme's modules are well organised and available via the University's virtual learning environment.

Strengths for [5.2 Physical resources]
The most impressive of the Department research labs is the Audiovisual Recording & TV Production Studio which consists of a control room and a separate recording room, both equipped with high-end audiovisual recording, broadcasting, production and lighting equipment/hardware, such as autocue-equipped UHD and 4K studio cameras on broadcast specification pedestals and a production gallery with a full complement of digital vision equipment including video/audio manipulation, tapeless recording, graphics software and a digital audio mixer.

Strengths for [5.3 Human support resources]
Staff and student support are well organised and appear to work effectively. The university also ensures an adequate student support service in regard to academic and/or personal difficulties. The ratio of student number to teaching personnel is fully adequate.

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.

Areas of improvement and recommendations for [5.1 Teaching and Learning resources]
The area which needs most immediate attention is the library which currently contains only a handful of books related to fashion design and graphic design, and almost none pertaining to fashion or graphic design research, graphic design history, or typography. The Department is keen to provide adequate facilities and equipment to cover the staff and students' creative research activities. The EEC is pleased to note that the Department has made arrangements with other institutions (University of Cyprus and Cyprus University of Technology) so that researchers with specialised equipment needs will be able to access it.

Areas of improvement and recommendations for [5.2 Physical resources]
The Design Studio is yet to be activated as a research lab and is currently staged with some 'placeholder' materials which the EEC is concerned might be misleading to potential students, since they are not indicative of current graphic design practice nor of graphic design research.

Areas of improvement and recommendations for [5.3 Human support resources]
About the library, the EEC recommends splitting responsibility for the acquisition of printed and digital publications by broad domains, such as Business, Management and Law and Visual Arts and Media, possibly hiring a second librarian.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*	
		BA	MA
5.1	Teaching and Learning resources	COMPLIANT	COMPLIANT
5.2	Physical resources	PARTIALLY COMPLIANT	PARTIALLY COMPLIANT
5.3	Human support resources	COMPLIANT	COMPLIANT
5.4	Student support	COMPLIANT	COMPLIANT

[Section 6 removed as PhD N/A]

D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The BA programme's stated aims and overall structure clearly correspond more to a vocational curriculum than a research-oriented one – which is appropriate and in line with the institution's strategic plan and Cyprus' economic context. This approach though appears to be markedly different from the design curricula at most European universities/art & design schools, an aspect which might potentially lead to confusing expectations for prospective students. In this regard, **the EEC feels that a clear definition of what constitutes graphic design at UCLan Cyprus, i.e. the lens through which the discipline is looked at and taught, would help contextualise and make explicit the specificity of the new programme.**

The term 'innovative' is being mentioned multiply towards the curriculum, the teaching methods, giving feedback, and practice. How such innovation will be achieved remains unclear, and seems to be left to the teaching staff. **The EEC recommends a clear definition of what innovation means in those various contexts, how it is going to be implemented, and how tutors can implement it in their teaching in order to yield change towards novel approaches.**

Although there seems to be a fair balance of theory and practice in the programme structure, the EEC feels that the fundamentals of graphic design are somehow neglected, whereas they should be part of the early phase of the curriculum. Basic graphic design teaching should include disciplines such as typography, illustration and photography (on a par with drawing), which are key components of visual communication regardless of the chosen media. **The EEC therefore recommends revising the programme structure in order to include basic components such as typography, illustration and photography into the early steps of the curriculum. These disciplines would provide students with a solid background, and could then be successfully integrated into more advanced courses.**

The EEC also notes the rather small number of elective courses, especially within a 4-year study programme, and **recommend that more options for diversification be offered to students, especially in the 3rd and 4th year of the BA**.

UCLan Cyprus expects a relatively high number of students (11) in the first year of the MA. It was explained to the EEC that there are not many PG design programmes in the region and furthermore the programme will be likely to attract graduating BA students from other departments within the university. **Regarding this last point, the EEC recommends that students without a BA in graphic design should attend, at the**

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very least, an intensive foundation course before being admitted to the MA. Ideally, they would have a BA in Graphic Design, and/or some years of design experience under their belt. There are MA programmes (such as the one at Yale School of Art in the US, for example) who encourage applicants from non-design backgrounds. However they must attend an additional 'preliminary year' of study to bring their skills and basic understanding of the practice up to speed. This is something the Arts Department might consider going forward.

All of the MA module descriptions are clearly works in progress. Most of them need to be entirely re-written with more precision and clarity. There is too much repetition among them (especially between 'Reflective Practice', 'Research in Context', 'Experimental Practice' and 'Specialist Practice' which are extremely difficult to tell apart). All of them are missing details of assignment requirements and assessment criteria, week-by-week breakdowns of which activities and readings and other forms of self-study are required, lists of equipment and materials needed, locations of field trips and so on. But even when they are complete, each programme leader will need to conduct an overview analysis to reduce the amount of overlap among modules, to ensure that the MA learning outcomes are proportionately distributed, to ensure the use of terminology is clearly defined and consistent, and that there is a logical progression across the three semesters. For example, currently the Research Methods course devotes a third of its content to conducting a literature review, but it is not yet evident if that is required in the final project which the three-part Graphic Design Advanced Practice module builds toward. One recommendation would be to reduce the number of these overlapping modules, and to increase the number of electives available.

The research interests of the staff comprise the topics that do not exactly match the subjects covered in the modules. While it is rarely the case that an entire staff's research interests find direct equivalents in the subjects to be taught, the situation in the UCLan Cyprus is notable in that almost none of them seem to correspond. **The EEC recommends that the programme be more explicit about this fact, explaining that the expertise of this programme is geared towards digital media design, user experience design etc. (with growing attention to, and understanding of graphic design as one of its aims). Alternatively, the programme can hire staff whose research interests and practices are more aligned with its intended learning outcomes.**

It is hoped that in the near future the academics will conduct research into topics that relate more directly to graphic design and share its outcomes in the journals and conferences and via other means of dissemination dedicated to fostering graphic design discourse.

The EEC recommends fostering links to graphic design professional bodies, institutions, industry, practitioners, and other HEIs (also beyond Cyprus) offering the subject. When hiring further academics in the near future, the Programmes should recruit staff with a distinct background in graphic design in order to gain those connections, and to foster a culture of graphic design in the new Programmes and the Department.

E.   Signatures of the EEC

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