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

- **Higher Education Institution:**  
Frederick University
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Arts,  
Communication and Cultural Studies
- **Department/ Sector:**
- **Programme of study- Name (Duration, ECTS, Cycle)**  
**n Greek:**  
Programme Name  
**In English:**  
Fashion Design and Image 4 years, 240 ECTS BA
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating



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





The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

## A. Introduction

The visit took place on 3 February 2021 from 10 AM-17.30 PM. Due to Covid-19 the meetings were held online. Frederick University shared presentations during the day and the External Evaluation Committee (EEC) received advance paperwork and virtual tours of the campus.

The day started with a short welcome by the rector Professor Demosthenous followed by an introduction of Frederick University by the vice-rector Dr Charalambous. Frederick University is one of the 9 Universities in Cyprus (a country with 1 million inhabitants) offering a wide range of disciplines on BA and MA level. The BA Fashion Design and Image is the only BA Fashion Design program in Cyprus – positioned in the school of Arts, Communication and Cultural Studies.

Frederick University mission is to take a student-centered approach to the student journey. They are supportive of the UN Sustainable goals as part of the mission to bring and evoke social and positive change for society embedding the goals across the broad curricula.

There is a strong focus on research with 200 external funded projects. Being aware that research outcomes and performances are different across the different disciplines Frederick University defines the goals and KPI's in dialogue with the departments. At the moment the University has 4500 students, 30 Masters and 22 BA courses. Frederick University is a young university starting officially in 2007.

In the next meeting Professor Costas Mantzalos (Dean of School of Arts, Communication and Cultural Studies) explained the school and the Fashion Design and Image programme in more detail. The last couple of years more sustainability is added to the curriculum. The philosophy of the program is self-negotiated learning: students are not 'spoon-fed' learning activities but learn problem solving and independent thinking alongside time management skills to develop the skills required to enter a professional environment upon graduation. This was explained as a journey where they start with clear duties and tasks moving to more independent learning in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year. On top of the taught classes there is an open door policy to enable students to consult the teaching teams whenever there are questions. Lecturers are mentoring and coaching students through their journey ultimately creating creative self directed thinkers and practitioners.

The school has a strong presence in the creative industries of Nicosia and Cyprus participating in cultural events. 90 % of the students are employed in the local Creative Industries and the majority of the teaching staff continue to engage in professional practice that is rooted in the cultural environment of Cyprus.

With 20 staff members for 150 students the school is well equipped. The school of Arts, Media and Cultural Studies –with a normal size of 600 students - is currently suffering from a financial crisis that landed in Cyprus a few years ago as well as the more recent Covid-19 pandemic, which have simultaneously had a knock on effect on student numbers. It was felt by the Dean that raising attention for Art and Design as a serious discipline with commercial job perspectives was difficult within the local environment as Secondary schools do not include any Art and Design in their curriculum meaning the path to a creative career is in many cases not often considered as a professional trajectory. Therefore, the course in normal times found difficulty to recruit but recognising this set an achievable target of 20 students, currently this is down, due to the aforementioned factors to 5.

With the team Ms Eleni Girkalli (coordinator BA Fashion Design and Image) and the dean the programme standards, admissions, timetables were discussed. The EEC found it intriguing that

students don't need to have a portfolio of creative work when they apply for the course. The only requirements being an entry level of English and their high school qualifications. The program is constructed in such a way that students are introduced to the core fashion practice skills without any prior knowledge which can result in a drop out rate in the 1<sup>st</sup> semester of 25%. The question is are these dropouts related to the course not being the right fit and/or the lack of portfolio and previous knowledge? Or indeed inappropriate expectations from the students perspective.

The timetable was shown and the curriculum was explained in more detail. Practice being very important, but also offering a variety of fashion related elements such as styling and image, so students have an option to specialize them in different pathways to enable them to find their jobs in different areas of the industry.

Before the lunch EEC had a meeting with a variety of teaching staff who explained their background and the courses they teach on the programme. In this part the teaching staff explained how students were engaging with the outside world and involved in museum projects via the work and network of their tutors. Normally they teach 12 hrs per week with 6 hours for supporting students. A timetable was shown which highlighted that they are trying to keep 1 day free of teaching. Some teachers work on exchanges with other universities. Again it was stated that they create creative thinkers.

After the lunch EEC spoke with students about the workload and assessment to check if independent learning was clear and digestible for students. Facilities, workload and timetable seemed to be fine for graduates and students. Covid-19 has had an effect on the current students. Online practical lessons did not work out so well, it was difficult to grasp pattern cutting details in online sessions. Students appreciated the small groups 'teachers are close to us'. Students expressed that sustainability was not that much embedded in the curriculum, there was not a real awareness of the UN goals in the University's mission.

The meeting with admin staff informed the ECC on student support, welfare and special needs. There is a robust system in place for these special needs with one welfare officer and one educational officer. There is also support for Erasmus exchange and internships.

Finally we discussed the facilities. The library offers a great range of books next to online access to books and journals. There is a yearly budget allocated for buying books. There is a computer lab, students have access to laser cutting and Fab Lab located in the architecture department. The fashion studio provides industrial sewing machines, irons, overlockers. This is standard basic equipment.

At the exit discussion the dean shared his challenges and concerns, these include the decline in numbers, recognition of the subject areas within Art and design as a viable career option within Cyprus and as an academic subject within the University environment as well as the demands of students within a consumer, customer culture.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Jose Teunissen	Dean of School of Design and Technology	London College of Fashion UAL
Tony Bednall	Head of Department of Fashion	Kingston University London
Andrej Glusgold	Head of Photography MA program	University of Europe for Applied Sciences, Berlin
Katarina Nicolaou	Student Representative	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 quality assurance system is robust with appropriate structures, regulations and processes supporting the organisation. It is significant that the KPI's for research are flexible, recognizing the differences among the different academic disciplines and their output and developed in dialogue with the different departments which should be identified as good practice.

Students are involved in the monitoring and review process via regular student surveys asking feedback on the courses. The programme of study is designed that it enables smooth student progression. Level and workload of ECTS is appropriate.

Student admission is based on level in English and high school qualification. There is no selection mechanism via a portfolio and interview, which is standard practice in many European BA Fashion Design Universities. Instead, the programme offers the bridging in the first year learning students the basics of arts and design which is an inclusive positive, student centred approach taking in account that Cyprus further education doesn't offer any art and design training. At the same time, it seems to have a challenge too since 25 % of the students drop out in the first semester. A short summer course, or a taster course as part of the selection could help to improve this, since students will gain some experience of the expectations and commitment required to study the course.

Students are happy with the programme and they have found their way into the industry, or a MA study.

### Strengths

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

Student and discipline centred approach is institutionalized on all levels, whilst the staff teams research KPI's are determined by discipline and appropriateness

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.*

There is no selection mechanism via a portfolio and interview, which is standard practice in many European Ba Fashion Design universities. Instead, the programme offers the bridging in the first year learning students the basics of arts and design which is an inclusive positive, student centred approach taking in account that Cyprus further education doesn't offer any art and design training. At the same time, it seems to have a challenge too since 25 % of the students drop out in the first semester. A short summer or taster course, or a couple of teaching days as part of the selection design making process by students could help to improve this by ensuring that prospective students are fully aware of the expectations required of them during the duration of their studies.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

### Sub-areas

- 2.2 Process of teaching and learning and student-centred teaching methodology**
- 2.3 Practical training**
- 2.4 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

## 2.3 Student assessment

### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***

- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

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

The process of teaching is flexible and guides the students to become independent learners and creative thinkers. In the first year they start with practical skills and clearly defined tasks as scaffolding for further levels of the course. This is a very direct approach which then develops into a process that teaches the students to work and learn independently, ensuring that students have agency and an active role in the learning process. Teachers are not only offering teaching, but also take up a mentoring and coaching role via open door sessions for questions and support. Practical and theoretical studies are well connected and assessment is appropriate supporting the development of the learnings as well as consistent in accordance with the stated procedures. The UN sustainable goals as identified as a driver by the university could be more explicit within the course documentation/student briefs.

### Strengths

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

The process of teaching is flexible and guides the students to become independent learners and creative thinkers. In the first year, they start with practical skills and clear tasks, as they begin the course with no previous skills. The learning process develops studentship by supporting and developing an independent learning environment which is fully supported by the staff student relationship. Teachers are not only offering teaching, but also take up a mentoring and coaching role via open door sessions for questions and support.

### 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 university mission to focus on social engagement and UN goals could be more systematically embedded in the program and curriculum.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	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 staff is specialised in different (sub)disciplines of fashion and image. Most of them hold a MA or PhD degree and are therefore qualified. Since the majority did their studies outside Cyprus (and some of them had a career outside Cyprus) teachers can offer their students an international network and vision. On top most of the teaching team are rooted and well versed in the creative industries of Cyprus playing an active role in the creative community as practitioners in their own right. This enables students to take part in external events, engage with professional companies and get a clear understanding of the local graduate opportunities available within this network as well entrepreneurial information to support them in starting their own businesses.

The number of teaching staff is adequate for the amount of students. The balance of teaching hrs, tutorials and time allocated for their research/creative practice is adequate. As mentioned in the introduction the student numbers are due to external factors currently lower than the intake target. This is a worry and might need a University strategy and analysis: marketing, clearer communication. Art and design and the fashion area appears well supported in the institution but culturally this specialism needs recognition and targeting to support recruitment, especially in light of the fact that the creative industries have been identified globally as an area of growth and are seen as substantial areas for future job prospects.

The fact that the university develops specific research KPI for the different departments in accordance with the specifics of their discipline is appropriate, good practice and an advantage.

### Strengths

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

There is enough teaching staff and they are specialised in different (sub)disciplines of fashion and image. Most of them hold a MA or PhD degree and are therefore qualified. Since the majority did their studies outside Cyprus (and some of them had a career outside Cyprus) teachers can offer their students an international network and vision. On top most of the teachers are rooted very well in the creative industries of Cyprus as practitioners and business owners which informs the curriculum as well as garnering respect from the student body.

### 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.*

Student numbers are lower than the intake target, due to external factors as Covid-19. This is a worry and might need a University strategy and analysis: marketing, clearer communication. Art and design need more recognition and support especially in light of the fact that the creative industries seem to offer the job of the future.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	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.*

Processes around admissions are very clear, see more in the introduction and under chapter 1. The amount of drop-outs and lack of progression in the first semester is a concern and more statistics around student achievements, progression and graduate destinations might help to identify if there are consistent issues that are identifiable as the cause for students discontinuing their studies. This data may well inform an improved marketing strategy which could include supporting mechanisms for the program such as a short day long taster courses and/or two days selection day/summer school as mentioned previously. The aim would be to ensure that students are fully aware of the expectations of the course and commitment required to successfully complete the award.

There are collaborations with other universities in place. The University is a member of the Erasmus program and exchanges are taking place across a range of courses including fashion.

##### Strengths

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

The course fills the gap of creative education building on the basic scaffolding of skill which are not delivered within the high school sector and gives the students the opportunity to start the course without a portfolio, offering them the time to develop their creative skills and their own personal directions and ambitions.

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 main issue seems to be student progression. EEC recommends analysing the statistical data around drop out, reasons for drop out, student success rate and graduate destinations which might be helpful to develop a more effective strategy for a higher intake as well for reducing considerable dropout percentage rate. A more detailed and transparent marketing campaign might be helpful to manage student expectations regarding course content expectations and commitment.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	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.*

Teaching and learning resources and the environment were appropriate for the programme. The library is adequate and offers a good range of specific subject related material, whilst IT rooms equipped with appropriate hardware and software were in place. For students with special needs there is a robust system in place with one welfare officer and one educational officer. Students have access to the Fab lab and laser printing at the Architecture department. The facilities in the fashion studio are industrial sewing machines, overlockers, mannequins and specialist steam iron equipment. According to the students these facilities were sufficient for their needs, however, the EEC thought that when cohorts sizes grow there may be some investment in specialist equipment which may be helpful for students who would like to specialize in directions as SportsWear. This allows for professional finishes on knitted (stretch) fabrics and could include a flatlocker and 4 thread overlocker. An inexpensive A2 LED light box would also be an excellent addition to studio practice in supporting visual communication.

**Strengths**

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

Sufficient resources and appropriate equipment are available to students needs both in the specialist fashion area and accessible across the University.

**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.*

As noted and in addition to the existing resources some specialist machinery to support the production of stretch fabric could be beneficial and also give the course an additional USP. A basic LED light box would help students who have no previous experience of design developments to draw through designs and develop techniques. Further in the future the programme might want to consider specialist fashion software, now used in many institutions to support design and manufacturing processes

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	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) N/A

7. Additional for joint programmes (ALL ESG) N/A


#### D. Conclusions and final remarks

The virtual event undertaken by the EEC was extremely well organised with clear explanations of the Frederik University's macro environment and the robust systems in place which support the overall management and accountability processes that fully support the student experience. The staff team across all levels from senior management to individual course team members were fully engaged with the process, which made the evaluation from the EEC point of view straightforward and coherent.

In terms of the course BA Fashion Design with Image, which is being validated, it was clear that the team had developed the curriculum to be mapped not only against the standard requirements of a contemporary fashion programme but also against the localised requirements of the industry and job opportunities in Cyprus. This entails a broad approach to the course and the student journey which prepares the graduating student's to follow a variety of careers under the umbrella heading of fashion or to engage with further study if that was their intention. The staff team were committed and positive with a range of specialisms that fully informed the curriculum, whilst the open door policy and commitment to the students individual needs was excellent.

The staff were extremely candid about the difficulties in recruiting students, following a decline in numbers, through both the pressures on local finance as well as the current Covid-19 pandemic. However they were confident in returning to an appropriate cohort size in the near future. It may therefore be an opportunity for the University to support Fashion and Art and Design as a viable route for careers through a marketing exercise which uses ex students as case studies and promotes the creative industries as a viable and exciting career prospect. The creative industries of which fashion sits within are often considered of less importance to other subjects through both a parental lens and an academic one however, fashion and its satellite industries are in themselves a multi-billion dollar global business. Evidence suggests that future jobs will require creative approaches to new online and offline environments and the course is already enabling its graduates to engage in a variety of careers, albeit on a small scale, and this should be commended and celebrated.



## E. Signatures of the EEC

Name	Signature
Professor Jose Teunissen	
Associate Professor Tony Bednall	
Professor Andrej Glusgold	
Katarina Nicolaou	
Click to enter Name	
Click to enter Name	

**Date:** 15 February 2021