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Date: Date.

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia and Limassol
- **School/Faculty:** Arts, Communication and Cultural Studies
- **Department:** Department of Arts and Communication
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – BA in Visual Communication
In Greek:
Programme Name
In English:
BA in Visual Communication
Language(s) of instruction: English
Programme 2 – Visual Arts, M. A.
In Greek:
Programme Name
In English:
Visual Arts, M. A.
Language(s) of instruction: English
Programme 3 – PhD Applied Arts
In Greek:
Programme Name
In English:
PhD Applied Arts
Language(s) of instruction: English



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



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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

This part includes basic information regarding the onsite visit.

The visit took place on 24 and 25 June 2021. 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.

We met all relevant academic and administrative staff as well as a large number of students over the course of the two-day visit. The programme was structured into programme specific discussions. There was sufficient time to carry out the discussion with all relevant people. The order of meetings made sense and was purposeful.

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.

All staff of the department were helpful and attentive to questions, for which they provided substantial and well-reasoned answers. They were also very well prepared and open to discussion.

Moderation by the CYQAA officer was well-managed and appropriate. We would like to thank the officers for their responsiveness and diligence.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Alexander Tibus	Professor/Head of BA Graphic Design and Visual Communication	Berlin International University of Applied Sciences
Matthew Fuller	Professor of Cultural Studies, Convenor MA Digital Media	Goldsmiths, University of London
Andrej Glusgold	Professor/Head of Photo MA Programme	UE –University of Europe for Applied Sciences Berlin
Katerina Nicolaou	Student	University
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 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*

- *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.

Findings for BA in Visual Communication

The program offers a grounded visual communication education, covering a range of disciplines. There are two different pathways, “Graphics and Digital Media” and “Film Making and Digital Media”, so that the students deepen their knowledge either in classic graphic design, or in motion graphics and video. A number of joint subjects is to ensure a solid fundamental education for both pathways. The program structure demonstrates few theory courses only, while project courses dominate. Project-driven classes however include lectures and seminars to underpin the course with theoretical input. The BA in Visual Communication program structure is clear and concise, fully implemented into the learning and teaching routines, and facilitates permanent student progress. Level and workload of ECTS is appropriate.

Findings for Visual Arts, M. A.

The idea for Visual Arts program developed organically from already existing programs, the qualifications of the teaching staff and the demands and interests of students. The program structure allows a good integration of students coming from divergent art and design backgrounds and offers various possibilities for intersections between different medias and art and design practices. It responds to the recent trends in art and design towards interdisciplinary multimedia approaches. The quality assurance system is robust with appropriate structures, regulations and processes supporting the organization. Students are involved in the monitoring and review process via regular student surveys asking feedback on the courses. The program of study is designed that it enables smooth student progression. Level and workload of ECTS is appropriate.

Findings for PhD Applied Arts

This doctoral programme has only recently begun. The structure of the programme is well articulated and clear. Students build their research in incremental and predictable stages. Appropriately, the programme seems well-suited towards those students with a clear orientation and plan of research. At present it consists of four students all of the same intake year. Each of these students has a realistic and credible programme of research underway. The programme is interdisciplinary and has a broad understanding of ‘applied arts’ with a strong orientation towards socially meaningful work of various kinds. An appropriate academic and artistic level is jointly aimed at.

Alongside supervision from the qualified staff of the department, presently numbering three, there is provision for use of external supervisors from other universities.

There are effective means for feedback from students, quality assurance mechanisms are coherent and judicious and it is evident that there is a good rapport between staff and students and commonality of purpose with the department as a whole.

Strengths

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

Strengths for BA in Visual Communication

The students are satisfied with the program and particularly appreciate the high level of support. Professors, Lecturers and administrative staff ensure extensive personal, academic and professional support for the students.

The clear program structure facilitates a solid education as well as ongoing student progress. This is also reflected in the student project work, which demonstrates a good, and partly even excellent standard.

There are some strong links to external institutions and the local cultural industries.

Strengths for Visual Arts, M. A.

Students are happy with the program and appreciate the professional and personal support from the teaching staff.

Strengths for PhD Applied Arts

The programme is rather young, but this given, the evidence so far strongly indicates that it is working at an admirable level. Indeed, it indicates that the research being undertaken by current student is, in each case, of significant interest and is of high quality.

The programme benefits from strong connection with the renowned Nicosia Municipal Art Centre which has a strong programme of events, exhibitions and other significant resources such as an archive and library.

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 BA in Visual Communication

None

Areas of improvement and recommendations for Visual Arts, M. A.

None

Areas of improvement and recommendations for PhD Applied Arts

None

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
		<i>BA in Visual Communic ation</i>	<i>Visual Arts, M. A.</i>



1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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)?*

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 BA in Visual Communication

The assessment structure involves formative as well as summative evaluation. Those structures and systems reflect a thorough evaluation structure and a strong pedagogic approach. Courses are often rounded up by student presentations to a panel. Those panels frequently include course-external members. Besides the actual assessment, the program involves student peer evaluation. The courses include permanent feedback, which is generally implemented throughout the program.

Findings for Visual Arts, M. A.

The process of teaching guides the students to become independent learners and creative thinkers. It fosters individual research and encourages students to cross boundaries between traditional design art disciplines. 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. Critical thinking and collaborative practices are important elements of the curriculum.

Findings for PhD Applied Arts

The structure of the programme is well articulated in terms of modules and their inter-relation to the longer arc of the gestation and refinement of the research process. There is an effective programme of individual supervision, joint work through seminars, and public outcomes through publications, exhibitions, projects and participation in national and international research communities. Structures combine measures that are well tailored to each student whilst setting reasonable and explicable demands appropriate to the level of qualification. Students are well-supported and there is a feeling of joint comradeship between all members of the department.

Strengths

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

Strengths for BA in Visual Communication

The program successfully prepares the students for the requirements of local and international creative industry labor markets of all relevant kinds. The program structure and permanent staff support on all levels ensures student progress.

Strengths for Visual Arts, M. A.

The program reflects recent developments in art and design disciplines. Collaborative practices, cross disciplinary projects and critical thinking constitute the foundations of this program. Students feel very supported and guided through the teaching staff.

Strengths for PhD Applied Arts

This programme is driven by contemporary research questions in art and design as well as by a broad concern for social applicability allied with the capacity for original research.

The research is admirable and interesting as well as being non-formulaic and the structure is there to sustain this level of work.

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 BA in Visual Communication

None

Areas of improvement and recommendations for Visual Arts, M. A.

None

Areas of improvement and recommendations for PhD Applied Arts

Consideration might fruitfully be addressed to developing an exit point at MPhil level in the future. Given that many students are part-time and also often have substantial experience, a diversity of plannable outcomes might be appropriate. We saw no indication that this was necessary at present, but such a provision may well strengthen the programme in due course.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>BA in Visual Communication</i>	<i>Visual Arts, M. A.</i>	<i>PhD Applied Arts</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Compliant



2.3	Student assessment	Compliant	Compliant	Compliant
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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 BA in Visual Communication

Professors and Lecturers demonstrate a wide range of professional experiences, skills and research interests. The academic staff are qualified in the fields in which they teach and holding respective degrees. The students evaluate their courses and the respective teaching staff. Those evaluations are regularly reviewed, issues are flagged and resolved with the responsible members of staff.

Findings for Visual Arts, M. A.

The teaching staff is specialized in different (sub)disciplines of art and design. 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. The number of teaching staff is adequate for the number of students. The balance of teaching hours, tutorials and time allocated for their research/creative practice is adequate.

Findings for PhD Applied Arts

Supervisors have a good range of expertise and experience. There is evidence of expertise in some appropriate areas of art and design research. Moreover, there is a sense of a

developed and capacious understanding of the scope and significance of contemporary research in art and design that stands the programme in good stead.
There is provision for external supervision where specific additional expertise is required.

Strengths

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

Strengths for BA in Visual Communication

The academic staff are enthusiastic about the program and the subject areas they teach in. The students are satisfied with the teaching, they value the tutors' availability and the learning and teaching environment. The program is actively involved and contributes to local art and design institutions, and the local creative industries.

Strengths for Visual Arts, M. A.

The teaching staff is specialized in different (sub)disciplines of art and design. 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. Students feel very well supported and guided by the teaching staff.

Strengths for PhD Applied Arts

Staff compose a small team of highly motivated and experienced artists, designers, theorists and researchers who are of evident accomplishment. There are clear links between research and the programme structure.

There is a strong and well-developed sense of the role of the programme in relation to the art and design sector in Cyprus and internationally as well as a nuanced and pragmatic philosophy of the significance of such work.

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 BA in Visual Communication

None

Areas of improvement and recommendations for Visual Arts, M. A.

None

Areas of improvement and recommendations for PhD Applied Arts

Support for staff research is relatively modest. In order to sustain and develop the programme faculty members need to maintain their position as researchers advancing the field. It is recommended that strategic thought is given to means of maintaining the high level of expertise and enthusiasm shown by the dedicated faculty.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA in Visual Communication</i>	<i>Visual Arts, M. A.</i>	<i>PhD Applied Arts</i>
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	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.

Findings for BA in Visual Communication

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Findings for Visual Arts, M. A.

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Findings for PhD Applied Arts

Click or tap here to enter text.

Strengths

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

Strengths for BA in Visual Communication

The admission requirements and procedures are clearly documented, transparent and appropriate.

Strengths for Visual Arts, M. A.

All admission processes and requirements are transparent and adequate.

Strengths for PhD Applied Arts

Admissions criteria are rigorous, including an initial examination, and students are well-informed about and have positive regard for the structure of the programme.

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 BA in Visual Communication

None

Areas of improvement and recommendations for Visual Arts, M. A.

None

Areas of improvement and recommendations for PhD Applied Arts

None

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA in Visual Communication</i>	<i>Visual Arts, M. A.</i>	<i>PhD Applied Arts</i>
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	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.

Findings for BA in Visual Communication

The teaching materials and infrastructure were found appropriate for the program. The students consider the technical equipment to be supportive and sufficiently available, also outside the class times.

Findings for Visual Arts, M. A.

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. According to the students facilities were sufficient for their needs.

Findings for PhD Applied Arts

The PhD programme is very wide-ranging and students often couple their research with existing professional practice, as is to be encouraged. This given, there is adequate provision of resources. Library and administrative staff are well-informed, sympathetic and engaged in the work of the department and the university as a whole.

Strengths

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

Strengths for BA in Visual Communication

Students can access the labs and facilities outside teaching times sufficiently while there is appropriate staff support.

Strengths for Visual Arts, M. A.

See above.

Strengths for PhD Applied Arts

All of the above categories of resources and support are adequate and fit for the programme.

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 BA in Visual Communication

An update to the Mac computer hardware is recommendable in order to allow the students to familiarize with current industry standards.

Areas of improvement and recommendations for Visual Arts, M. A.

IT rooms could be equipped with newer computers.

Areas of improvement and recommendations for PhD Applied Arts

There are no evident areas for specific improvement in the area of resources and support for this programme.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BA in Visual Communic ation</i>	<i>Visual Arts, M. A.</i>	<i>PhD Applied Arts</i>
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1. Selection criteria and requirements**
- 6.2. Proposal and dissertation**
- 6.3. Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

The programme has only recently started, so there are no actual theses to review as yet. This given, the programme, as indicated in the notes in the various sections above, is well structured and progressing well. We believe that it meets all of the above criteria.

Strengths

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

Many of the strengths of the programme are listed above. Additionally, the panel would like to commend the way in which art and design are brought together whilst recognising the potential for their differentiation. There is a sophisticated and highly applicable recognition of joint modes of knowledge, learning and methods, whilst their specific articulation may be different according to the field concerned and the aims and kind of research employed. What is also admirable is how, from this interdisciplinary base, the research projects concerned are also able to work with strong and imaginative relation to social imperatives in a positive way.

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 small number of potential areas of improvement for the programme are largely listed above.

In addition, the criteria for the achievement of doctoral level research could be reviewed for potential refinement in two ways:

Firstly, the inclusion of the word “scientific” in sections 4.4 and 4.5 of the PhD in Art and Design Practices Programme Regulations document may be open to misinterpretation. A possible option would be to remove this word. (This would also clarify that researchers make contribution to knowledge of all kinds through the use of art and design methods.) Secondly, there is opportunity for a more developed articulation of the outcomes for originality and of a significant contribution to knowledge in practice-based research than that given in the present documentation. At present, practice-based research is defined in a footnote on page 12 of the PhD in Art and Design Practices Programme Regulations document. The programme shows evidence of very strong practice-based research and it would be good to incorporate this more fully in the regulations.

As an additional note, as time progresses, it is to be envisaged that measures for archiving the thesis and accompanying documentation to make it publicly available in electronic form will be adopted and developed.

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant



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.

A comparison of the numbers of male and female staff suggests a slight disparity in the latter reaching the higher levels of rank and leadership in the department and university level. We understand that the university is reviewing its policy in this regard and encourage and would expect positive developments in this area.

We note a high degree of correspondence, in each programme of study concerned, with the EQF and are satisfied that the department positively meets all of the requirements made. We would like to congratulate all members of administrative, support and teaching staff, and all of those students with whom we met, on the achievement of a fine set of programmes. We are grateful for the chance to review and to learn from the vibrant, sincere and impressive learning and research in art and design at Frederick University.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Alexander Tibus	
Prof. Matthew Fuller	
Prof. Andrej Glusgold	
Katerina Nicolaou	
Click to enter Name	
Click to enter Name	

Date: 9 July 2021

