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External Evaluation Report (Programmatic)

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

- **Town: Larnaca**

- **School/Faculty (if applicable): School of Business
  and Management**

- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Πτυχίο Λογιστικής και Χρηματοοικονομικής

  In English:

  BA (Hons) Accounting and Finance

- **Language(s) of instruction: English**

- **Programme's status
  New programme:** No
  Currently operating: Yes

A. Introduction

This part includes basic information regarding the onsite visit.

The virtual evaluation took place on July 6, 2020. We discussed with the Rector Professor Panikkos Poutziouris, the academic and quality assurance co-ordinator Dr Kosmina Theodoulou, the Head of School of Business and Management Ass Professor Loucas Glyptis and BA Course Leader(s) Dr Isabella Karasamani and Dr Salomi Dimitriou.

The documents that were provided and examined included the Application for Evaluation-Accreditation, BA in Accounting and Finance Program of Study, the industrial placement handbook, the handbook of student regulations and policies and the test of English Language Level.

The committee members have done personal research and downloaded the Brochure of the University of Central Lancashire in Preston in order to extract further information. Further, the members of the committee downloaded and read the Annual Report of the University as well as its Financial Statements.

Furthermore, the committee interviewed members of the faculty teaching staff, a group of undergraduate students from the various years of the programme, administrative staff in charge of admissions, registration, library facilities, IT and other administrative support. Finally, UCLAN facilities in Cyprus were virtually toured. More specifically, we were shown the teaching areas, the library, student meeting rooms, staff offices, the student accommodation, and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by UCLan in Cyprus and examined by us, were considered complete, satisfactory and informative.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Marc Goergen	Professor of Finance	IE Business School
Professor Dimitrios Gounopoulos	Professor of Finance	University of Bath
Ass Professor Georgios Georgakopoulos	Associate Professor in Accounting	Agricultural University of Athens
Frantzeska Papagianni	Student Representative	Cyprus University of Technology
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*
    - *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 correspond to the level of the programme and the number of ECTS*
    - *includes well-structured placement opportunities where appropriate*
    - *is subject to a formal institutional approval process*

- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is 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*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

The information relating to the standards below has not been fully provided to the committee. Thus the committee is unable to comment.

Standards

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

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

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.

Students are enrolled on the BA (Bachelor of Arts in Accounting and Finance) (48 months, full-time). The mix of Cypriot and international students is satisfactory, despite the low number of students. This is expected to improve further over the years to come. The country of origin of the majority of students is Cyprus. Many of them select to receive a British education in Cyprus and the only institution that offers this opportunity is UCLan. We expect that due to COVID-19 the intake of the future academic year will increase.

Generally, the programme is well designed with overall programme objectives that are in line with the institution's strategy and have explicit intended learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the programme. The structure and content include appropriate core courses and a few electives. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students.

Quality assurance mechanisms are present and fairly well aligned with international standards.

Moreover, the programme of study reflects the four purposes of higher education of the Council of Europe that is, preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, and the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

It is important to acknowledge that state university programmes in the field of Accounting and Finance are being increasingly tuned to the requirements of professional bodies, thereby attracting higher numbers of exemptions from professional examinations. Additionally, new colleges and universities have locally and regionally emerged. These facts increase the competition for student recruitment and UCLan would have to manoeuvre carefully.

Another issue relating to student recruitment is the big four audit firms' practice to offer students the opportunity to pursue their university studies and at the same time begin their career with paid work placements.

Additionally, since the target employers for students graduating with a BA (Hons) in Accounting and Finance are predominantly International Audit, Consulting and Accounting firms, we consider the fact that the modules are taught and assessed in English a major advantage. Nonetheless, if the public universities switch to teaching and assessing students in English, this may reduce the programme's advantageous position.

Strengths

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

1. **Both the depth and the broadness of the programme are very good.**

2. **A good fraction of the programme is taught by full-time faculty.**

3. **The high-quality learning processes result in exemptions from ACCA, ICAEW and CIMA external examinations.**

4. **The combination of the accounting and finance disciplines allows students to acquire and apply meaningful and relevant skills.**

5. **The small class sizes contribute to fostering interactions between academics and students.**

6. **The skills learnt in the programme enhance the students' employability.**

7. **There is evidence of strong ties with industry.**

8. **Frequent interactions with the University of Central Lancashire in Preston underpin necessary changes to the programme.**

9. **There are other direct ties with the British higher education system. An example is the knowledge of the Research Exercise Framework and its adoption for staff career development.**

> **To summarise the programme of study benefits from external expertise. It is designed so that it enables smooth student progression. It was subject to a formal institutional approval process. The information related to the programme of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabi and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches, and the method of assessing student performance.**

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 content of the courses could be expanded in order to include more elective courses covering topics such as *Corporate Governance, Sustainability, Real Estate Finance* (important are of economic activity in Cyprus) and *Financial Technology* (Cryptocurrencies, Bitcoin, Initial Coin Offerings, etc). This is to ensure that the programme is informed by recent educational and societal trends.

Moreover, the international dimension is strong but it could be improved further with more visiting professors from UCLan (UK) who could aid in the delivery of the programme.

The suggested textbooks in the module outlines (for the earlier years of study) are not always up to date and we recommend that these are updated to the latest available titles. In

addition, many textbooks with a more modern approach have been published over the last four years and some of these should be among the texts recommended to the students.

We have not been able to visit the library (apart from a virtual visit). Nevertheless, based on the recommended textbooks we feel that it might miss some more recently published books. If this is the case, then we would suggest a significant investment in order to acquire recent books.

We attempted to open various suggested links to reading lists such as the following one, but they were broken.

http://cypruslists.central-lancashire.ac.uk/lists/8F93030D-D294-29F3-1477- 692C41F249C9.html

The location of the institution may be a liability when attracting more students. To the best of our knowledge the university is a 15 km drive out of Larnaca and thus every student needs to drive in order to access to the university premises. We were informed of the availability of public transport, but this does not resolve entirely the issue.

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

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

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.

There is a well-structured, effective and well-implemented educational process. There are well-documented educational procedures engaging the Head of School of Business and Management, teaching staff and students. The Management of the program of study does not encounter any

problems whatsoever. UCLan successfully applies the ECTS. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc).

- *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).*

Both Teaching Curricula and Course Assessment are being monitored and determined by colleagues in the University of Central Lancashire in Preston. The latter also set the exam papers.

- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*

There is a very close overlap and interaction with colleagues in the UK and a full adoption of all related processes at UCLan, UK

- *How is the development of students' general competencies (including digital skills) supported in educational activities?*

The students have access to numerous facilities, databases from UCLan in the UK and on site as well as exposure to general courses such as English Language, Academic Writing and specialized modules (i.e. information's systems in the Business Environment)

- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*

UCLan offers to students advanced learning methods materials. The lectures and tutorials are being digitally recorded and students can follow these from home at any time of convenience.

- *Is the teaching staff using new technology in order to make the teaching process more effective?*

Teaching staff is using all contemporary teaching methods and technology to deliver their courses.

- *How is it ensured that theory and practice are interconnected in teaching and learning?*

Given that this is a discipline with a strong practical orientation the courses syllabi ensure the interconnectivity of both theory and practice.

- *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?*

The institution has a well-organized and effective program in place for the placement of students in the practice during the course of their studies. There is a detailed policy in the industrial placement

handbook for students' issued by UCLan Cyprus that is followed to the letter during student internships.

- *Are students actively involved in research? How is student involvement in research set up?*

Students are not actively involved with research. This is partially because they are at undergraduate level.

- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

UCLan, Preston policies are followed on the matter.

- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*

In accordance with UCLan, Preston policies there is a blend of homework assignments and final exams in the assessment of the modules. Student representatives spoke positively of the supporting feedback provided by the academic staff during all stages of their studies.

- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

UCLan Cyprus staff spoke to the committee about their adherence to the relevant academic regulations underpinning assessments in the 'Assessment Handbook' effective as of September 2018.

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

The *BA (Hons) in Accounting and Finance* programme at the University of Central Lancashire Cyprus compares very positively with relevant Accounting and Finance undergraduate degrees offered in Cyprus. The learning objectives of the intended programme are well-aligned with the programme aims and objectives, and there is evidence that they are effectively communicated to the students (e.g. through the course handbooks). Also, the design of the programme as well as the learning mechanisms in place are appropriate for the effective delivery of the learning objectives.

The Course Leaders responsible for the programme and the administration associated with the programme are experienced and committed to its delivery. This ensures that the programme can be managed by the academics in charge without inappropriate non-academic interventions. There is also a team of dedicated administrators involved with the provision of various types of student support (library, student visas, accommodation, etc).

The internal quality assurance committees and processes are effective. The quality assurance of the programme of study is ensured through active participation of the academic staff. The procedure of quality assurance of the programme of study is well documented and communicated in the

application material and this information was supplemented by the presentations/ interviews taking place during our visit.

The programme is of a small size and this results in a friendly and collegiate environment among and between teaching/ administrative staff and students. The current students appear to be satisfied with the quality of the programme.

UCLan Cyprus makes continuous efforts to adopt innovative teaching strategies in Accounting and Finance.

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 international aspect of the programme could be enhanced. Student exchanges to/from other European Erasmus collaborating institutions (in their second or third semesters of study) have not been capitalized.

The links to the local businesses/ market can be improved further in the near future. This would enhance the employability of future students. Also, possible internships for current foreign students could be enhanced and intensified.

The programme could be strengthened via a number of new and innovative modules including Fintech, Corporate Governance, and Real Estate Economics.

A trading room environment could help in the later years of the programme. This would strengthen the interconnections of practise with theory in Finance and Accounting.

There is evidence of a sound admissions process with well-documented criteria, but this could be tightened up if the programme were to become more competitive in the future (e.g. higher prior Bachelor marks to enter into the programme, etc.). The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an all English programme. While UCLAN Cyprus has in place a support network for students struggling with their English language skills (including support provided via WISER and the first-year optional English language modules), such support may be more difficult to provide once student numbers on the programme exceed a certain threshold.

It would advance the standing of the business school if the effort to obtain AASCB accreditation were to be successful. This would demand the appointment of an international faculty and this effort should be made in the near future.

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

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

3. Teaching staff *(ESG 1.5)*

> **Sub-areas**
>
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

We met with all but one of the teaching staff involved in the programme. All of the permanent academic faculty hold PhD degrees as well as a few of the external lecturers. The doctoral degrees have been granted mainly by British institutions including the Universities of Manchester and Durham. The members of staff we interviewed seemed to be engaged and professional, and with very good English language skills.

In addition, they seemed to be pleased with their working conditions and the overall University working environment. They appeared to take teaching seriously and to be supportive of the initiatives regarding research (i.e. they all seem to be doing some research, and have a good understanding of the value of doing research for an educational institution).

Also, teaching staff seem to be in regular contact with other professors from institutions abroad as there have been several visits by faculty to UCLan and vice-versa for teaching purposes. The existing Erasmus UCLan collaboration helps in that respect. In addition, the involvement of the teaching staff with research activities implies travelling abroad and interacting with relevant communities, hence the academic staff seems to be connected to their respective academic communities.

ΔΙΠΑΕ
CYQAA

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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- *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?*

We were informed that the majority of the teaching staff are following a Postgraduate Certificate in Education which is compulsory in British Academic Institutions. This course together with every-day teaching practice and feedback from both of students and colleagues assists towards the improvement of skills and learning methods.

- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*

Teaching performance is assessed via student feedback questionnaires for each module. The link between teaching performance and related remuneration of academic staff is not clear.

- *Is teaching connected with research?*

More efforts are required in this respect. We would recommend the inclusion of related research academic papers in the reading lists of the modules. Updating the textbooks used on some modules (as suggested above) would also help.

- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*

There are regular instances of communication and visits between UCLan Preston and UCLan Cyprus. We recommend an expansion of this collaboration with other HEIs both domestically and abroad.

- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*

Our impression is that the teaching load is relatively heavy. It is not clear what the promotion criteria are. Some of the issues above have not been discussed adequately.

- *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)?*

Our discussions with academic faculty pointed out that such evaluations do take place. The committee asked for more evidence on how student feedback informs programme development. The programme team also recommended an exit questionnaire for graduates on the entire programme experience.

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

We found it very positive that most faculty is in at an early stage of their careers, they have international qualifications and are motivated to increase the quality of their teaching and research. Faculty seemed to be well integrated and in good working terms. We noticed the lack of senior academics (i.e. at full Professor Rank) both at Programme and School level.

The modern premises and facilities of UCLan enhance both the teaching and learning environment on the campus. Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a process of "self-evaluation" of the faculty regarding their own courses which was often reported and mentioned during our virtual briefing.

Adherence to UCLan policies and regulations (i.e. academic regulations for taught programmes and the assessment handbook on student regulations and policies) is a strong point of the internal control procedures on site.

University scholarships provide a strong incentive for the recruitment of high-quality students.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

While the qualifications of the full-time academic staff are good, they seem relatively junior with most of them having obtained their PhD degree on or after 2010. Hence, making one or two more senior appointments may improve the diversity of the academic staff in terms of their experience and skills. This might also benefit the research culture within the department. In turn, appointing more senior academic staff may make the department and University more attractive to students applying to its various programmes, including the BA in Accounting & Finance.

No discussions were held with the rector regarding research incentives provided at UCLan level and related compensation. The definition of what counts as good research could be improved, i.e. UCLan could formally incorporate a certain level of research quality indicators (based on e.g. the CABS journal quality lists, e.g. publications in CABS 3 and CABS 4 journals) and peer-reviewed work so that online publications and conference submissions (which sometimes may not be peer reviewed) are discussed with respective communities. In sum, a reflection and discussion about what the University considers to be good research would be beneficial.

The committee was informed that members of academic staff are publishing in CABS 2 and 3 journals but we notice that those are sporadic publications. The committee wishes to praise Dr

Isabella Karasamani for publishing in an ABS 4 journal (British Journal of Management) and encourages other member of staff to be equally ambitious.

Further, and related to the above, it seems there is some interaction with UClan UK regarding the research process, i.e. in terms of how to apply and attend a research conference, etc. Yet there was no evidence of there being local research seminars during which faculty would present their research papers to colleagues in order to obtain feedback, a practice that may improve the quality of the research and research related teaching in the institution. If such seminars have been conducted, it would be helpful to obtain the list of presenters and papers presented. A good start would be to take advantage of COVID-19 and introduce virtual research seminars inviting good speakers from abroad to present their work.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially 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

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:*
  - o *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - o *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.

The evaluation committee met with five students and we asked them about their experiences, and what they liked and disliked as well as what they think could be improved. In general, we noted that the students were positive about the school and the programme.

- *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)?*

The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an all English programme. While UCLan Cyprus has in place a support network for students struggling with their English language skills (including support provided via WISER and the first-year optional English language modules), such support may be more difficult to provide once student numbers exceed a certain threshold.

- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

According to the academic regulations handbook a number of certificates are awarded after completion of each year of studies in accordance with UCLan Preston Policy.

ΔΙΠΑΕ
CYQAA

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

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

It seems that UCLan Cyprus is very student-oriented. The institution listens to the needs of the national student and professional markets and it addresses these needs within the context of an international UK institution. This provides the possibility to further compete successfully with other institutions in Cyprus and to grow in the near future.

Also, there is evidence that the students are looked after well by the University, e.g. in terms individual feedback on student progression and performance by the teaching staff (an advantage of a small programme) and the administrative staff is also in close and regular contact with the students.

In addition, we also noticed that there is a regular evaluation of modules and the wider programme on the part of students and that the issues raised were taken seriously by faculty and the administration.

Moreover, the institution seems to perform well as students think they obtain a good-quality education, enhancing their employability in Cyprus and beyond.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

While the students are asked to complete a feedback questionnaire for every single module, it would also be useful to ask recent graduates to fill in an exit questionnaire, i.e. a feedback questionnaire on the entire programme. This would enable the department to obtain a better idea about the student experience on the entire programme, including progression from year to year.

While the application for evaluation covers the processes and procedures relatively well, some data on student feedback as well as student progression and performance on the programme would have been helpful. These would have helped the EEC assess whether the processes and procedures in place are effective. Nevertheless, on request, such data were provided retrospectively and they looked healthy.

We would recommend that the programme takes advantage of the contacts at UCLan UK to aggressively market studies in Cyprus and premium markets such as India (or other international audiences).

ΔΙΠΑΕ
CYQAA

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

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

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

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

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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

Through our virtual visit of the UCLan premises, we were able to look at the general facilities of the university, lobby, auditoriums, classrooms, computer labs, common areas, and the library. We also spoke with the Rector and we were toured around by the Academic and Quality Assurance Co-ordinator, the two course leaders and other academic staff.

Our impression was that all the resources are modern, functional and well designed. They are managed by a small but engages administrative staff that know a great deal about what happens at the institution. All staff have very good English language skills.

- *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?*

No issues were raised in our discussion with teaching staff.

- *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?*

All premises are relatively new and modern and given the student market UCLan Cyprus is aiming at no such risks are pressing in the foreseeable future.

- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*

Students were satisfied.

- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

There is a protocol for the student and staff liaison committee that seems to provide the necessary formal support and feedback to students and staff. Also, the flexibility of the programme is demonstrated through the high quality virtual teaching that was delivered to students during the COVID-19 lockdown period.

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*

There is a policy in place for a preparatory year for those students with curriculum deficiencies in place.

Through the virtual visit special needs actions for people with physical disabilities were not possible to assess.

- *How is student mobility being supported?*

No such issues were brought to the attention of the committee

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

It seems that overall the BA (Hons) in Accounting and Finance at UCLan Cyprus is a well-resourced and a prominent programme with modern facilities offered both to academic staff and students.

The twenty-nine strong administrative staff help with the operationalisation of the programme and contribute positively to the student experience.

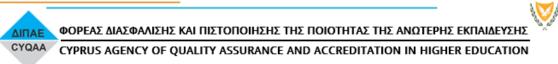*Areas of improvement and recommendations*
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

We did perceive a lack of a bigger picture of or a strategy for the programme. This is justifiable given the current short duration of the programme. We questioned the interviewees regarding a strategy in terms of the BA programme's future, yet the response did not reveal a clear perspective. More specifically, we did not get a sense of a vision for the programme (e.g. in terms of improving the quality of the programme, increasing the intake, hiring new faculty, setting up new collaborations and partnerships, and intensifying research).

We recommend the setting up of a trading room, especially for finance courses. Similar to the existing virtual courtroom, a trading room would enhance deeper learning on the programme and align the theory with practice.

There is an international trend of visits to premium financial locations such as the City of London or New York in order to enable the students to experience the financial environment. The committee would recommend such visits as a selling point for the programme.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant

5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for distance learning programmes *(ALL ESG)*

Sub-areas

6.1 Distance learning philosophy and methodology
6.2 Distance learning material at the appropriate level according to EQF
6.3 Interaction plan and Interactive weekly activities
6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6.1	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

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

Sub-areas

    7.1 Selection criteria and requirements
    7.2 Proposal and dissertation
    7.3 Supervision and committees

7.1 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*

7.2 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.*

7.3 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*

       o   *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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
7.1	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

8. Additional for joint programmes *(ALL ESG)*

> ### Sub-areas
>
> **8.1 Legal framework and cooperation agreement**
> **8.2 The joint programme**

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

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.

N/A

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

N/A

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.

N/A

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
8.1	Legal framework and cooperation agreement	Not applicable
8.2	The joint programme	Not applicable

D. Conclusions and final remarks

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

Findings and strengths:

-A well-structured and organized program adhering to the ECTS standards.
-The program of study is well-designed and delivered in line with its objectives and the University's strategy.
-Management, teaching and administrative staff committed to the delivery of the program.
-A well-resourced program.
-The process of teaching and learning supports student needs and development.

UCLan strategy is driven by its commitment to academic excellence, striving to ensure that their teaching and learning, research and knowledge exchange activities are all recognised as being of exceptional quality.

UCLan has been a significant player in international higher education for many years. The institution has extensive franchise arrangements across the world (i.e. including Cyprus), their student body comprises of people from 120 different countries – all benefiting from their multi-cultural learning environment and opportunities to study in a different country; UCLan staff actively collaborate with academic institutions overseas to further enhance their teaching and research;

UCLan VALUES
-The pursuit of excellence in all that they do
- Equality of opportunity for all, supporting the rights and freedoms of their diverse community
- The advancement and protection of knowledge, freedom of speech and enquiry

Areas of improvement:
-Research can be intensified.
-Internationalization could be improved (in order to increase the market base of the program).
-Intensify links with the industry in order to improve the reputation of the program and further grow future student admissions.

E. Signatures of the EEC

Name	Signature
Marc Goergen	
Dimitrios Gounopoulos	
Georgios Georgakopoulos	
Frantzeska Papagianni	
Click to enter Name	
Click to enter Name	

Date: 08 July 2020