

Doc. 300.1.2

Date: 12/12/2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Nicosia
- **Town:** Nicosia, Cyprus
- **Programme of study**  
Name (Duration, ECTS, Cycle)

**In Greek:**

Σχεδιασμός Εσωτερικών Χώρων (4 έτη / 240 ECTS,  
Πτυχίο)

**In English:**

Interior Design (4 years /240 ECTS, Bachelor of Arts)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

### Introduction

We refer to the report of the External Evaluation Committee (EEC) on the evaluation and accreditation of the BA in Interior Design, which was prepared following the EEC members' on-site visit on 15 September 2025. We would like to thank the EEC for their professional and thorough work during the evaluation and for conducting it in such a collegial and constructive manner. The programme was found to meet all criteria in all areas. The EEC did not identify any shortcomings in the quality indicators. We have carefully considered the report and set out our response to each point raised by the EEC below. We address the programme's strengths, as identified by the EEC, briefly in the introductions. Our responses to the areas for improvement and recommendations made by the EEC, along with the actions we have taken, are set out in column 2 of the table in each section.

## 1. Study programme and study programme’s design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

We are pleased to note that the evaluation report is highly positive, confirming that our programme “has a clear and coherent plan” with courses “ensuring a balance between creativity and technical competence”. Furthermore, the report highlights “positive industry engagement and international mobility opportunities”, “transparent and accessible public information” and embedded “Quality assurance”.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Consider reinforcing the systematic use of student and alumni feedback to fine-tune curriculum development.</p>	<p>The Interior Design Programme Coordinator and teaching staff added in their regular meetings’ agenda the utilization of the semesterly student evaluation feedback forms and the data provided by the Alumni Office, in order to re-evaluate and fine-tune the curriculum.</p> <p>Student feedback is an important means of evaluating the programme and the delivery methods of each course. Several processes are already in place for processing student feedback. Online student evaluations for every course and lecturer take place at the end of every semester. Student feedback is also incorporated into the Internal Programme Evaluation Process (IPEP), where student representatives participate in the Programme’s Quality Assurance Committee. Students can also express their views and suggestions through their representatives at Departmental and School Council meetings.</p> <p>Alumni are regularly invited to mid-term or final reviews of the Interior Design Programme and additionally the University of Nicosia, through the Career Success Centre, contacts and keeps track of graduates’</p>	<p>Choose level of compliance:</p>

	<p>careers after they leave the university. These results are used to provide feedback on the programme, in terms of how well they are preparing the students for entry into the professional market and to identify any necessary changes or adjustments.</p> <p>In addition, the Department organises alumni meetings and uses social media to maintain continuous contact with alumni. Faculty members continue to develop relationships with graduates and monitor their career paths long after the students have left the university. Our faculty has a standing open-door policy for our alumni. Graduates frequently request career advice and suggestions from individual faculty members on a personal level, depending on their knowledge and field of expertise.</p>	
<p>Strengthen mechanisms for periodic curriculum review to ensure continuous alignment with labour market needs and emerging trends (e.g., sustainability, digital tools, neuroarchitecture).</p>	<p>At the end of every academic year, the Programme implements an annual curriculum review and holds brainstorming meetings to map the curriculum content against market trends incorporating student evaluations, professional practice evidence and alumni data input to update project briefs and content, with a focus on sustainability, digital tools, smart materials and advanced technologies.</p> <p>Additionally, the curriculum is reviewed under the mechanism of the Internal Programme Evaluation Process (IPEP).</p> <p>Each academic year is managed by a full-time faculty member, the year coordinator, who oversees the workload and academic programme, reviews course outlines, and coordinates exams and assignments. Year coordinators</p>	<p>Choose level of compliance:</p>

	<p>ensure collaboration across courses, fostering thematic and skill-based integration. We believe in the significance of keeping the programme professionally relevant and we utilize the Industry Exchange elective to invite industry professionals to deliver workshops in the classroom.</p>	
<p>Expand visibility of graduate employability data and track alumni career paths more systematically.</p>	<p>The University of Nicosia Career Success Centre contacts and keeps track of graduates' careers after they leave the university. The results are used to provide feedback on the programmes indicating how well they prepare students for the professional market, and highlighting any necessary changes or alignments.</p> <p>Employability data for each University School is published on the University website:  <a href="https://www.unic.ac.cy/student-support/career-success-centre/">https://www.unic.ac.cy/student-support/career-success-centre/</a></p> <p>Beyond this, the Department organizes alumni meetings and uses social media to maintain contact with alumni. Faculty members continue to monitor graduates' career paths long after they have left the university. Our faculty has an open-door policy for alumni. Graduates often ask individual faculty members for career advice and suggestions on a personal level, depending on their knowledge and field of expertise.</p>	<p>Choose level of compliance:</p>
<p>Ensure that public information is regularly updated with evidence of student achievements, employability outcomes, and industry links.</p>	<p>The Programme maintains a webpage and social media channels, showcasing student achievements, employability outcomes, and industry partnerships under the oversight of the Programme Coordinator. The School of Humanities and Social Sciences Newsletter, which is published twice a year, also incorporates student activities, events and achievements.</p>	<p>Choose level of compliance:</p>

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

The External Evaluation Committee (EEC) found that the University of Nicosia, and the BA in Interior Design in particular, actively fosters a student-centred approach to teaching and learning. We appreciate the recognition of the excellent relationship between faculty and students, as was confirmed during the EEC’s meeting with our students. Students reported a high level of satisfaction, describing the faculty as supportive, approachable, and inspiring. The programme leader received particular praise for their leadership and mentoring role.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Ensure stronger integration of peripheral modules (e.g., Furniture Design, Garden Design) into the design studio curriculum, allowing students to apply specialist knowledge more directly in project work.</p>	<p>This strategy is already applied to each semester’s teaching modules. However, the programme actively strengthens its integration by embedding the learning outcomes of Furniture Design, Garden Design, Structures and Constructions for Interiors, Details and Finishes and Building Services courses within the studio briefs. Weekly schedules are being aligned and shared assessments are being used to ensure that specialist knowledge is applied directly to project work. Studio projects and peripheral modules include joint pin-ups in presentations and exams.</p>	<p>Choose level of compliance:</p>
<p>Review the scope of the final major project, which is currently too demanding for a single semester. Streamlining requirements (e.g., providing predefined sites) would enable students to focus on design complexity, resolution, visual communication, and professional level outputs.</p>	<p>In response to the EEC’s comment regarding that the current scope of the Final Year Project is too demanding for a single semester, the programme has reduced and streamlined the project requirements. The emphasis is now placed on the design iteration process, supported by a curated archive of predefined sites shared across all supervising lecturers. This adjustment enables students to concentrate on design complexity, resolution, visual communication and the production of professional-level outputs.</p> <p>In addition, the preceding Final Year Project / Research and Writing module will now deliver baseline</p>	<p>Choose level of compliance:</p>

	<p>site analysis and research, while foregrounding critical themes such as sustainability and their integration into the design workflow. This ensures that students enter the final semester prepared, allowing the spring term to focus primarily on advanced design development and resolution.</p>	
<p>Enhance graphic presentation and portfolio preparation skills to support employability. The introduction of dedicated workshops in graphic design, representation, and portfolio development would help ensure student work is presented to a professional standard.</p>	<p>The programme already offers specialized workshops and tutorials in graphic design, representation and portfolio development. These are taught by specialist staff who are integrated into all design studios. Portfolio development is assessed through scheduled reviews. Students are also directed to relevant Graphic and Digital Design elective courses to help them align their portfolio content and quality with employer expectations.</p>	<p>Choose level of compliance:</p>

### 3. Teaching staff (ESG 1.5)

We welcome the EEC's recognition of the Programme's strengths, particularly the positive and respectful staff–student ethos, fostering a strong learning community and ongoing graduate affiliation with the programme and the high level of commitment to student support and availability beyond formal teaching hours, which students and alumni consistently praised.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Recruit additional permanent staff dedicated to Interior Design to reduce reliance on adjunct lecturers, increase the diversity of perspectives in studio teaching, and ensure continuity.</p>	<p>The programme acknowledges the EEC's observation regarding staffing and continuity in studio teaching and remains committed to maintaining a high-quality learning experience through careful staff allocation and pedagogical planning. In the short term, two new adjunct faculty with diverse professional and academic backgrounds have been appointed, strengthening the range of perspectives within studio teaching. Studios are intentionally structured to involve lecturers with complimentary professional specialisations, supporting continuity, design rigour and exposure to varied approaches. The programme will continue to review staffing levels and intends to increase staff numbers when this can be justified by an appropriate increase in student numbers, ensuring academic coherence and professional standards are maintained.</p>	<p>Choose level of compliance:</p>
<p>Encourage the appointment of early-career design practitioners as adjunct staff to bring fresh professional perspectives into the curriculum.</p>	<p>We would like to thank the EEC for this thoughtful suggestion. The programme started to formalize an adjunct practitioner and an early-career designer track, involving semesterly calls and integration into studios and reviews. Following the EEC report's suggestion, two early-career practitioners, Ms Callegaro and Ms Abboud, have been appointed and have contributed to</p>	<p>Choose level of compliance:</p>

	<p>presentations, critiques and workshops.          Prior to this, two new adjunct faculty members were also introduced to ensure the diversity of perspectives in studio teaching and to increase the pool of potential permanent staff.</p>	
<p>Strengthen the synergies between teaching and research by prioritising staff appointments with expertise in Interior Design or Interior Architecture and a track record of research in the field, ensuring that research actively informs teaching.</p>	<p>Under the University’s Internal Regulations (Chapter 6.5), faculty members may apply for Research Time Release (RTR) to support their research activities. Applications are administered by the Vice-Rector for Faculty and Research and are subject to approval by the Research Committee. Within this framework, the Department actively supports staff in balancing their teaching, research and administrative duties. The Programme prioritizes appointments in Interior Design or Interior Architecture with active research portfolios and embeds research outputs in teaching through studio briefs, seminars, and assessed readings. This semester’s activities include collaboration with the University of West Attica, Greece, (lecturers Ms Fragkou and Mr Alifragkis) in the 4th-year studio INT-401, using a common hospitality site in Delphi. Engagement with a related conference paper in INT-491 Catalyst Workshop II for 3rd and 4th year students supports this action. Similar collaborations are programmed to run each semester.</p>	<p>Choose level of compliance:</p>
<p>Establish a more formal and consistent framework for engaging external stakeholders, so that all student cohorts have equal access to live projects, external critics, and industry involvement.</p>	<p>External stakeholders are and will be part of exam juries (professionals of the discipline). Clients introducing live projects and continuous industry involvement is part of most studio and construction-related lessons. The programme and studio-teaching faculty methodically introduce access to live projects, external critics, and industry partners.</p>	<p>Choose level of compliance:</p>

<p>Review the stagnation in academic promotions and staff development since 2021, ensuring career progression pathways are active and transparent. Address emerging developments in the discipline, particularly the integration of digital tools and Artificial Intelligence in design processes, through staff recruitment, training, and curriculum enrichment.</p>	<p>The University of Nicosia maintains a strong institutional commitment to continuous professional development through its Faculty Training and Development Unit (FTDU), which offers structured training opportunities for all academic staff. Both newly appointed and existing faculty members are required to participate in workshops, seminars, and related professional development activities that support pedagogical excellence, research advancement, and administrative effectiveness. Annual engagement in training is expected and formally recorded through the staff self-appraisal process, ensuring that professional development is both monitored and aligned with departmental and institutional quality assurance mechanisms. This framework fosters a sustained culture of lifelong learning and continuous improvement across the academic community.</p> <p>The Department of Architecture supports career progression pathways through annual Personal Development Plans for each staff member. Staff training, and curriculum enrichment already prioritizes digital tools and AI integration.</p>	<p>Choose level of compliance:</p>
--	--	------------------------------------

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

We welcome the EEC’s positive observations regarding the pre-defined and published admissions, progression, recognition, and certification policies and the recognition of an institutional commitment to mobility and flexibility, in line with European standards.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Policies and regulations, while comprehensive, are complex. Clearer and more accessible documentation would benefit applicants, students, and advisors who rely on these resources.</p>	<p>We acknowledge the EEC’s recommendation regarding student access to clear information. Academic policies and regulations are available on the University’s website and are easily accessible. Link: <a href="https://www.unic.ac.cy/nicosia/study-at-unic/academic-policies/">https://www.unic.ac.cy/nicosia/study-at-unic/academic-policies/</a></p>	<p>Choose level of compliance:</p>
<p>While policies are clear, the actual data (admission trends, drop-out rates, average graduation time, employment outcomes) is not systematically published or easily available, at least for not for the EEC. Making this information public would increase transparency and help applicants make informed decisions.</p>	<p>We acknowledge the Committee’s observation regarding the availability of programme-level data. While key institutional indicators are collected and used internally for monitoring and quality assurance purposes, we are committed to supporting prospective students in making informed decisions. Relevant information –such as admission trends, drop-out rates, average graduation time, and employment outcomes– is readily available and can be provided to students as needed, ensuring transparency and guidance.</p>	<p>Choose level of compliance:</p>

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

We are pleased to note the EEC’s positive feedback on the quality of our facilities and infrastructure. We particularly welcome satisfaction on the department’s labs and resources and the positive feedback from students regarding the helpful and approachable faculty and supportive administrative staff. This reflects our ongoing commitment to maintaining a well-equipped and supportive learning environment that meets the demands of contemporary design education.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Ensure that library resources and other learning facilities are clearly integrated into the Interior Design programme and made more visible to students, despite the physical separation of the Architecture Research Center.</p>	<p>We appreciate the Committee’s observation that our library and learning facilities must be more visible and embedded in the curriculum. The teaching faculty actively encourages students to visit the library premises, which is in close proximity to the ARC and use library sources on a regular basis. The Library also offers induction programmes at the beginning of each academic year. Database links are included on Moodle and in Course Outlines. Reading lists are refreshed each semester to include newly available online sources.</p>	<p>Choose level of compliance:</p>
<p>Collect and present systematic data on the use and effectiveness of student support services (academic advising, counselling, Erasmus mobility).</p>	<p>We acknowledge the EEC’s valuable suggestion. Systematic data on the use and effectiveness of student support services –including academic advising, counselling, and Erasmus mobility– are collected and reviewed annually. The programme receives aggregated data from the Department of Academic Affairs, the Department of Academic Advising, and the Erasmus Office (e.g., student mobility, frequency of use, satisfaction indicators, etc.). This data is analysed and incorporated into the internal quality assurance process to support the decision-making and continuous improvement of the programme.</p>	<p>Choose level of compliance:</p>

<p>Provide more transparent reporting on Erasmus mobility figures (incoming/outgoing students, staff exchanges).</p>	<p>We appreciate the EEC’s recommendation for transparent reporting on Erasmus mobility figures. The Erasmus Office, which manages the mobility data, informs our Erasmus Coordinator about the Erasmus mobility report, showing incoming and outgoing student numbers, training exchanges, partner institutions, and last-updated dates. This is also published in the EWP Dashboard, which is accessible to Erasmus Coordinators.</p>	<p>Choose level of compliance:</p>
--	---	------------------------------------

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

The EEC concluded positively that the Programme complies with all the specified criteria, recognizing and commending on the many areas of good practice identified.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The External Evaluation Committee (EEC) concludes that the BA in Interior Design at the University of Nicosia is a well-established and carefully structured programme that aligns with European Standards and Guidelines. The programme demonstrates coherence between its aims, curriculum design, and intended learning outcomes, while being strongly embedded within the Department of Architecture. A studio-centred pedagogy, complemented by theoretical and technical courses, provides students with a balanced education that prepares them for professional practice.</p>	<p>We welcome the EEC's positive conclusion and appreciate the recognition of the programme's compliance and good practices. We value the constructive nature of the Committee's observations and recommendations, which will serve as a valuable contribution to the programme's ongoing enhancement and strategic development. The Programme Coordinator and Faculty will sustain alignment with European standards and guidelines through an annual quality cycle that reviews aim, curriculum design, and intended learning outcomes, while maintaining a studio-centered pedagogy supported by theoretical and technical courses that reflect market needs.</p>	<p>Choose level of compliance:</p>
<p>The committee noted the strong commitment of the teaching staff, who combine academic expertise with professional practice and could be further strengthened by research engagement, creating a supportive environment praised by students and graduates. The programme fosters a positive learning culture, with students expressing high levels of satisfaction with their studies and their relationship with faculty.</p>	<p>We welcome the EEC's positive conclusion and appreciate the recognition of the strong commitment of the teaching staff. The programme aims to sustain and strengthen this commitment and practice-informed teaching through structured research engagement. Each semester, studios and theory modules will include research-informed briefs or seminars led by faculty members. Subjects to be elaborated by faculty include research-informed briefs or seminars on Hospitality Design, Sustainability, Museology, Yacht Design and space maximization, Lighting Design and Advanced Design Technologies. This action is already taken in the present semester.</p>	<p>Choose level of compliance:</p>

<p>Facilities at the Architecture Research Center, including studios and workshops, are adequate and well utilised, although the physical isolation from the main campus presents some limitations. Digital tools such as Moodle, academic advising systems, and the Student Success Centre contribute to effective student support. Nevertheless, the committee found that clearer and more systematic data collection and reporting on student progression, mobility, and employability outcomes would strengthen the quality assurance framework.</p>	<p>We thank the EEC for the positive comments. Mechanisms that relate to data collection, student progression, mobility, and employability outcomes have been addressed in sections above.</p>	<p>Choose level of compliance:</p>
<p>Areas identified for further development include the recruitment of additional permanent staff dedicated to Interior Design, more coherent integration of peripheral courses with the studio curriculum, and adjustments to the scope of the final major project to enable deeper exploration. Opportunities also exist to enhance student skills in graphic presentation and portfolio development, and to address emerging fields such as digital design tools and artificial intelligence.</p>	<p>We welcome the EEC's constructive suggestions. All areas identified for further development have been addressed in detail in the sections above.</p>	<p>Choose level of compliance:</p>
<p>Overall, the EEC recognises the quality, ambition, and positive impact of the programme, and believes that the identified recommendations will further consolidate its strengths and support its continued development in line with European higher education standards</p>	<p>We welcome the EEC's positive conclusion and appreciate the recognition of the programme's quality, ambition and positive impact. We value the constructive nature of the Committee's observations and recommendations, which will serve as a valuable contribution to the programme's ongoing enhancement in line with European higher education standards.</p>	<p>Choose level of compliance:</p>

**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Klimis Mastoridis	Dean	
Associate Prof. Markella Menikou	Head of Department	
Associate Prof. Anna Efstathiou	Programme Coordinator	

**Date:** 12 December 2025

