Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report
Program of Study

Institution: University of Cyprus

District: Nicosia

Name of the Program of Study in Greek:

………………………………………………………………………………………………………

Name of the Program of Study in English:

BSc Architecture and Diploma of Architect Engineer

Department: Architecture

Language/s of instruction: Greek

Faculty: Engineering

Program Status (check √ where applicable):

➢ New Program of Study: ………
➢ Currently operation Program of Study: √
  • Registered but not evaluated √
  • Evaluated and accredited by SEKAP ………
  • Evaluated by the Cy.Q.A.A. and did not get accreditation ………

  <u>**Program Category**</u> **(check √ where applicable):**
➢ Conventional √

➢ Distance Learning ………

➢ Inter-university (Name of collaborating university/ies) ………

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Iain Borden	Professor	The Bartlett School of Architecture, University College London
Alexander Wright	Professor	University of Bath
Laura Elisabetta Malighetti	Associate Professor	Politecnico di Milano
Elena Christodoulou	Architect	ETEK
Kostantinos Chatzimarkou	University Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The EEC had full access to a comprehensive set of documentation (Document 200.1), which was also made available to us before meeting in Cyprus. This documentation included information on the program profile, content, structure, list of courses, teaching, personnel responsibilities and CVs, infrastructure, QA, student welfare, rules, guidelines and other pertinent information. This was detailed and well laid out.

Over 28-29 January 2019, the EEC had two full days of meetings with the Rector, Vice-Rector, Vice-Dean of Faculty, and Head of Department, followed by further meetings with all academic staff (full-time and Special Scientists), administration and technical staff, and a wide range of students from both programs and all years. This included site visits to the new library, and around the whole building in Ledra Street. These site visits were also comprehensive, and included exhibitions and examples of student work.

II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The documentation, as stated above, was comprehensive, detailed and accessible, and all aspects of the QA procedure were fully explained in the guidelines, in our meetings and by the representative of the Cyprus Agency of Quality Assurance and Accreditation.

All officers, academic staff, administrative and technical staff and students that we spoke to were fully engaged with the process, and entered into all discussions positively and openly.

Academic staff responsible for the BSc and Diploma program had prepared very clear and informative presentations for the benefit of the EEC, for which were extremely grateful, in providing additional information and context. Consequent discussions were carried out in a spirit of considered reflection and critical self-evaluation.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The EEC notes that with a total number of around 180 full-time students across all programs, the department is considerably smaller than many leading international institutions. One consequence of this is that these two programs are somewhat exposed to fluctuations in student numbers.

Although the existing facilities – computers, student workshops, printing etc – are somewhat limited, this will be greatly improved by the incoming 1.2 million Euro investment in this area.

Although the existing building has some notable shortcomings with regard to size and arrangement, we note that the central urban location is extremely beneficial to the academic quality of the courses, and is greatly appreciated by academic staff and students alike. The visibility of the department in its present location also has great benefits for the programs, department and university as whole, acting as a positive link between university, city and wider stakeholders.

For teaching personnel, the EEC notes the planned and agreed increase from 10 to 13 full-time members of staff. We recognise the high quality of the teaching staff, as evidenced by their detailed CVs in general and by the international experience and qualifications which most of them have gained.

We particularly comment the enthusiasm, commitment and expertise of the Special Scientists who provide an essential and important dimension to the teaching provision, in particular through their connection with industry and private practice. The EEC also notes that for architecture as a discipline, the percentage of practitioners engaged in teaching at leading universities is often higher than other disciplines. Given the vocational nature of architecture, this is a desirable, necessary and positive arrangement.

In terms of studio sizes, for a typical class size of 30 students, the allocated two members of staff means a staff:student ratio of 1:15, which is relatively high in comparison with many leading international institutions.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The purpose and objectives and learning outcomes of the programs are all excellent.

The same applies to the program structure and content.

All officers, academic staff, administrative and technical staff and students that we spoke to were fully engaged with the QA process, and entered into all discussions positively and openly. Academic staff responsible for the BSc and Diploma program had prepared very clear and informative presentations for the benefit of the EEC.

The EEC notes the overall high quality of the management of the programs, including all aspects of learning outcomes, timing, academic autonomy, public availability of information, qualifications, evaluations and credit system.

The EEC notes the ambition of the programs to operate on an international platform, including its existing participation in the Erasmus scheme. To further aid in international connectivity, the department might consider making English the main teaching language for the Diploma. This has the potential to widen the range of international students taking the program, and also to increase the international mobility and employability of graduates.

The programmes are vocational in nature, and therefore enjoy appropriate connections with the labour market. The programs provided good levels of opportunity for students to engage with wider social issues and contexts.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

All of the full-time staff have PhD qualifications and are engaged in active research. This is clearly evident in the teaching which they undertake and the consequent projects which students engage with. Different research methodologies are also clearly evident across the range of subjects taught within the architecture programs, from history and theory, to art and design, to structures and technology.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

Administrative mechanisms for student welfare and student support are appropriate and clearly in place.

Students we spoke to were strongly appreciative of these systems.

As noted above, existing facilities – computers, student workshops, printing etc – are somewhat limited, but these will be greatly improved by the incoming 1.2 million Euro investment in this area.

Also as noted above, although the existing building has some notable shortcomings with regard to size and arrangement, we note that the central urban location is extremely beneficial to the academic quality of the courses, and is greatly appreciated by academic staff and students alike. The visibility of the department in its present location also has great benefits for the programs, department and university as whole, acting as a positive link between university, city and wider stakeholders.

Financial resources are adequate for the programs and their development, and the department is able to allocate these resources independently.

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

ΔΙΠΑΕ
CYQAA

5. DISTANCE LEARNING PROGRAMS

Not applicable

ΔΙΠΑΕ CYQAA

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

6. DOCTORAL PROGRAMS OF STUDY

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EEC found the department and these programs to be characterised by a coherent, dedicated and effective teaching team of academic staff, Special Scientists and support staff. Across the meetings with all staff and students, there was consistent evidence of a collaborative learning and teaching environment, which was impressive in terms of the student experience it produced and the outputs from both programs. The programs are extremely well structured and delivered with regard to their stated goals.

In addition to the comments raised above, we would also suggest and comment on the following:

- The EEC would encourage the department to explicitly articulate and promote in a succinct form its distinctive approach to the discipline of architecture and its related pedagogy.

- The EEC notes that the department exists within a Faculty of Engineering, and suggests that some consideration might be given to the potential advantages of the Faculty title being more explicating inclusive of architecture and/or design. This would be in line with general international practice.

- The EEC notes that the head of department is appointed for a two-year period. For other architecture departments worldwide, a period of 3-5 years is more usual.

- The EEC agrees that careful consideration should be given to the long term strategic location of the department in the context of the broader academic, professional and societal environment. This would provide the department with the

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

best prospects for its continued success. A full consultation with all stakeholders would be beneficial.

- The EEC notes that the programs are small in size compared to many other architecture departments internationally. Given the high quality of the programs, and the demand from applicants, the department might like to consider increasing in size and also to reflect on their optimum size in the medium term.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Cyprus

Program of Study: BSc Architecture and Diploma Architect Engineer

Duration of the Program of Study: 4 & 1 years

Evaluation Date: 30-31 January 2019.

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable **for each quality standard/indicator**.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Iain Borden	Professor	The Bartlett School of Architecture, University College London
Alexander Wright	Professor	University of Bath
Laura Elisabetta Malighetti	Associate Professor	Politecnico di Milano
Elena Christodoulou	Architect	ETEK
Kostantinos Chatzimarkou	University Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 28-29 January 2019

Duration of the On-Site Visit: Full days

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material				X	
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				X	
	1.1.4.2	library					X
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare					X

No.	Standard / Indicator				
	1.1.4.5	academic mentoring				X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.			X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			X	
1.1.8	Control mechanisms for student performance are effective.				X
1.1.9	Support mechanisms for students with problematic academic performance are effective.			X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.			X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.2 With a total number of around 180 full-time students across all programs, the department is considerably smaller than many leading international institutions.

One consequence of this is that these two programs are somewhat exposed to fluctuations in student numbers. For example, we noted that in the four years of the BSc there were between 20 and 30 students in each year, which is a significant percentage variation. For a year group of this number, there is a risk when following below a threshold of around 30 that the vibrancy of the student group and the effectiveness of peer-to-peer learning may become compromised.

1.1.3.3 We noted that the internal evaluation assessed this as 3/Satisfactory. During our visit, course web-pages were not raised as a significant issue by staff and students.

1.1.3.6 While everyday and routine matters are clearly dealt effectively through a close relationship between staff and students, there are some indications that larger more structural issues – such as proposed alternative locations for

the department – were perceived by students as not being fully consulted upon.

1.1.4.1 Although the existing facilities – computers, student workshops, printing etc – are somewhat limited, we have rated this as a 4 due to the agreed incoming 1.2 million Euro investment in this area. Appropriate usage of this investment should be sufficient to raise this area to a 5 in future years.

1.1.4.2 This rating of 5 is based upon both the new library and on the provision of a localised satellite service in the department.

1.1.4.3 Although the existing building has some notable shortcomings with regard to size and arrangement (notably wheelchair access and mobility), we note that the central urban location is extremely beneficial to the academic quality of the courses (which use the surrounding city as an integral part of their content and operations), and is greatly appreciated by academic staff and students alike.

The visibility of the department in its present location also has great benefits for the programs, department and university as whole, acting as a positive link between university, city and wider stakeholders.

1.1.5 and 1.1.7 Although the close relationships between academic staff and students clearly work extremely well for all everyday matters of communication, it might be advisable to clarify more formal channels of communication for when informal communication is in appropriate.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.
Between 25 and 30 students are expected, the majority of whom are expected to be Cypriots, with some (4-5) international students expected from Greece.

β) the countries of origin of the majority of students.

Cyprus and Greece.

γ) the maximum planned number of students per class-section.
30.

See also comments on 1.1.2 above.

1.2	Teaching	1	2	3	4	5

		1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.6 The range of workshops, IT and advanced equipment available to students is excellent, and we commend the free access which students have to this technology.

1.3	**Teaching Personnel**	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
	1.3.2.1 Subject specialization, preferably with a doctorate, in the discipline.					X
	1.3.2.2 Publications within the discipline.					X

1.3.3	The specializations of Visiting Professors adequately support the program of study.				X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.		X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.			X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 This rating is based on the planned and agreed increase from 10 to 13 full-time members of staff. We recognise the high quality of the teaching staff, as evidenced by their detailed CVs in general and by the international experience and qualifications which most of them have gained.

1.3.4 We particularly comment the enthusiasm, commitment and expertise of the Special Scientists who provide an essential and important dimension to the teaching provision, in particular through their connection with industry and private practice.

1.3.5 and 1.3.7 In addition to the comments regarding 1.3.4, we note that for architecture as a discipline, the percentage of practitioners engaged in teaching at leading universities is often higher than other disciplines. Given the vocational nature of architecture, this is a desirable, necessary and positive arrangement.

1.3.8 In terms of studio sizes, for a typical class size of 30 students, the allocated two members of staff means a staff:student ratio of 1:15, which is relatively high in comparison with many leading international institutions.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS							

2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2	**Structure and Content of the Program of Study**	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is					X

		1	2	3	4	5
	registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

None.

2.3	**Quality Assurance of the Program of Study**	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X

				1	2	3	4	5
	2.3.2.3	the students.						X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.							X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.							X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.2 All officers, academic staff, administrative and technical staff and students that we spoke to were fully engaged with the process, and entered into all discussions positively and openly.

Academic staff responsible for the BSc and Diploma program had prepared very clear and informative presentations for the benefit of the EEC, for which we were extremely grateful, in providing additional information and context. Consequent discussions were carried out in a spirit of considered reflection and critical self-evaluation.

2.4	**Management of the Program of Study**			1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.							X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.							X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.							X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.							X
2.4.5	Information relating to the program of study are posted publicly and include:							
	2.4.5.1	The provisions regarding unit credits						X
	2.4.5.2	The expected learning outcomes						X

			1	2	3	4	5
	2.4.5.3	The methodology					X
	2.4.5.4	Course descriptions					X
	2.4.5.5	The program's structure					X
	2.4.5.6	The admission requirements					X
	2.4.5.7	The format and the procedures for student assessment					X
2.4.6		The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7		The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8		The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

Not applicable.

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X
2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs.					X

		1	2	3	4	5
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.2 We would encourage the department to be even more expansive in their selection and deployment of visiting professors worldwide.

2.5.3 We wish to particularly commend the high (c.50%) uptake of the Erasmus program, and the learning experiences which students gain in international universities.

2.5.4 For the Diploma, the department might consider making English the main teaching language. This has the potential to widen the range of international students taking the program, and also to increase the international mobility and employability of graduates.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

We note the high esteem with which graduates of the programs are held by the professional architecture community in Cyprus.

Internationally, the programs clearly operate at an appropriate standard.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING							
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	**Administrative Mechanisms**	**1**	**2**	**3**	**4**	**5**
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X

| 4.1.2 | Statutory administrative mechanisms for monitoring and supporting students are sufficient. | | | | | X |
| 4.1.3 | The efficiency of these mechanisms is assessed on the basis of specific criteria. | | | | | X |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	**Infrastructure / Support**	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2.3 and 4.2.4 Although the existing facilities – computers, student workshops, printing etc – is somewhat limited, we have rated this as a 4 due to the agreed incoming 1.2 million Euro investment in this area. Appropriate usage of this investment should be sufficient to raise this area to a 5 in future years.

4.2.5 This rating is based upon both the new library and on the provision of a localised satellite service in the department.

4.2.7 We would encourage consideration to be given to making induction into teaching methods and protocols essential for all new academic staff and Special Scientists.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				X	
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					

5.4	Student performance monitoring mechanisms are satisfactory.						
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.						
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.						
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.						
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.						
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.						
5.10	The supporting infrastructures are easily accessible.						
5.11	Students are informed and trained with regards to the available educational infrastructure.						
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.						
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:	
The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					

6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.				
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.				
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

No other remarks or suggestions

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:

Date: ……………………………

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