

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].

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- Higher Education Institution:
University of Nicosia
 - Town: Nicosia, Cyprus
 - School/Faculty (if applicable): School of Humanities and Social Sciences
 - Department/ Sector: Architecture
- 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 (BA)]
 - Language(s) of instruction: English
- Programme’s status: Currently Operating
- Concentrations (if any):
In Greek: Concentrations
In English: Concentrations



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



A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit of the External Evaluation Committee (EEC) to the University of Nicosia took place on 15 September 2025, according to the agenda provided by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). The programme under evaluation was the BA in Interior Design (4 years / 240 ECTS, Bachelor of Arts), delivered in the Department of Architecture, School of Humanities and Social Sciences.

The EEC consisted of:

- Javier Martin (Chair) – Berlin International University of Applied Sciences, Germany
- Ersi Ioannidou – Kingston University London, UK
- Patrick Macklin – The Glasgow School of Art, Scotland
- Anastasia Papakosta (Student Member) – University of Cyprus

The visit was structured around a series of meetings with university leadership, the head of department, programme coordinators, teaching staff, students and graduates, administrative staff, and external stakeholders. The committee decided not to observe a teaching session, as it was considered unnecessary for the assessment of the programme. The visit also included a tour of the facilities, including studios, IT resources, and the Architecture Research Center.

The purpose of the visit was to evaluate the quality and effectiveness of the BA in Interior Design in line with the European Standards and Guidelines (ESG), focusing on areas such as programme design, student-centred learning, teaching staff, admissions and progression, learning resources, and quality assurance mechanisms. The meetings were conducted in a spirit of openness and constructive dialogue, with university representatives, students, and stakeholders demonstrating a high level of availability and willingness to provide information.

In addition to discussions with the different university bodies and stakeholders, four presentations were shared to provide further information about the institution as a whole, as well as the Department of Architecture and the BA Interior Design programme specifically. These presentations supported a clearer understanding of the university's vision and strategy, alongside the departmental and programme-level organisation.

The meetings with students and external stakeholders reflected a high degree of satisfaction regarding the programme. Students expressed strong appreciation for the quality of teaching, highlighting the faculty's supportive and mentoring approach.

During the meeting with the administrative staff, some listed members were not present. The absence of the Registrar and the Director of Academic Affairs limited the committee's opportunity to gain a further understanding of certain regulations and procedures relevant to the evaluation.



The visit concluded with a tour of the Architecture Research Center, which hosts the Department of Architecture, including the BA Interior Design programme. The facilities made a positive impression, encouraging a creative and collaborative learning atmosphere, and appeared adequately equipped. However, due to the detached location of the center from the main campus, the committee was unable to visit the university's central library.

The day ended with a final feedback session, which allowed for further open and constructive discussion. The EEC notes the cooperative attitude and professionalism of all participants, which enabled the committee to carry out its task effectively.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Javier Martin	Chair	Berlin International University of Applied Sciences, Germany
Ersi Ioannidou	Member	Kingston University London, UK
Patrick Macklin	Member	The Glasgow School of Art, Scotland
Anastasia Papakosta	Student member	University of Cyprus

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:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *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*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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 BA in Interior Design is fully integrated into the Department of Architecture, included in the in the Faculty of Humanities and Social Sciences of the University. The programme follows a studio-centred pedagogical model, supported by complementary courses in history and theory, technology, management, and visual communication. The study plan is structured with major requirements present in mandatory courses, complemented by different electives, and general courses, ensuring both disciplinary focus and interdisciplinary breadth. The rich and well-organized options of elective courses, as presented during the onsite visit, are however, not clearly reflected in the Study Plan within the documentation provided.

The curriculum, supported by the students work observed, shows a progressive increase in complexity across the four years, covering a range of project types (residential, commercial, cultural, entertainment, and working and public space). Learning outcomes are aligned with ECTS workload, and assessment methods (projects, exams, theses) are designed to match intended outcomes. It was also noted, that some of the modules included in the study plan are below 5 ECTS. This can create problems for mobility in a European context.

The EEC also noted active efforts to connect the programme with industry and society, through collaborations with local institutions and companies, exhibitions and competition participation, Erasmus+ mobility, and the inclusion of external critics during interim and final juries.

Quality assurance is embedded through the Internal Quality Assurance Committee and the active role of the Programme Coordinator. Information management processes collect data on student progression, graduation rates, and student satisfaction. Public information about the programme, including admission criteria, objectives, and outcomes, is published and accessible on the university website.

Due to the relatively small size of student groups and the well-organised and engaged profile of the faculty, the programme appears to maintain good oversight of its students and their academic progression. Key performance indicators such as student population profiles, progression rates, and overall performance are monitored at programme level and remain under control. However, during the visit, the committee noted that a fully transparent and systematic presentation of this data was not shared, leaving some aspects—such as longitudinal trends and detailed statistical bases—insufficiently clear.

Strengths

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

- A clear and coherent study plan, comparable to other European Interior Design/Interior Architecture BA programmes.
- Strong integration of design studio with theory and technology courses, ensuring a balance between creativity and technical competence.
- Effective quality assurance mechanisms at both university and programme level.
- Positive industry engagement and international mobility opportunities that enrich student experience.
- Transparent and accessible public information on the programme structure and requirements.

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.

- Consider reinforcing the systematic use of student and alumni feedback to fine-tune curriculum development.
- Strengthen mechanisms for periodic curriculum review to ensure continuous alignment with labour market needs and emerging trends (e.g., sustainability, digital tools, neuroarchitecture).
- Expand visibility of graduate employability data and track alumni career paths more systematically.
- Ensure that public information is regularly updated with evidence of student achievements, employability outcomes, and industry links.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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	Compliant

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

Sub-areas

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

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

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

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 External Evaluation Committee (EEC) found that the University of Nicosia, and the BA in Interior Design in particular, actively foster a student-centred approach to teaching and learning. Presentations from management, academic, and support staff highlighted a clear institutional framework to support student achievement, such as the Student Success Centre and the structured organisation of the curriculum. Discussions with faculty confirmed a strong ethos of

commitment to students, extending beyond formal teaching responsibilities, and the EEC was satisfied that staff are dedicated to enabling each student to reach their potential.

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. Students described the atmosphere as motivating and collaborative, often working in the studio beyond scheduled hours. This is facilitated by institutional provision of extended access to facilities. One student described the programme as “a place where your dreams come true”, reflecting the strong sense of engagement and community.

The EEC was assured that graduates are well equipped for professional careers, both in Cyprus and internationally. Assessment methods are aligned with sectoral standards in Interior Design, combining project reviews, portfolio submissions, essays, and a thesis. The committee also noted innovative approaches, such as the “book-gazine” assessment in the History and Theory of Interior Design module, which integrates written and visual work into a cohesive portfolio.

Strengths

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

- Strong dedication and commitment of the teaching staff, consistently described by students as inspiring and supportive.
- A balanced curriculum combining critical thinking, creative exploration, technical knowledge, and professional skills.
- A positive learning environment that motivates students to engage beyond formal teaching hours and fosters community and long-term alumni affiliation.
- Examples of pedagogical innovation that enhance student engagement and learning outcomes.

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.

- 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.
- 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.

- 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.

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

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

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 BA in Interior Design programme is delivered by a team of 12 teaching staff, comprising 5 full-time permanent members and 7 adjunct staff. All permanent staff hold appointments at Associate Professor level. The academic qualifications of the teaching team are strong, with members holding both undergraduate and postgraduate degrees in relevant fields.

The programme actively integrates professional practice into the curriculum. Interior Design practitioners are invited to contribute through studio workshops and participation in final project review panels. The course also engages external stakeholders, such as NGOs, who act as “clients” for live project briefs. In addition, the programme hosts intensive one-week specialist modules, titled “Catalyst”, in which experts from diverse fields support students in identifying areas of interest or potential specialisation. However, engagement with external stakeholders is not yet formalised, resulting in inconsistencies between student cohorts, as not all groups are provided with the same or equivalent opportunities.

The EEC observed that only a limited number of permanent staff carry a significant portion of the teaching load in the design studios. While this is supplemented by visiting lecturers, the lack of a broader base of permanent staff limits the diversity of perspectives and continuity in design studio teaching.

Professional development opportunities are available at institutional level, and permanent staff are required to produce at least one publication or conference paper annually. This reflects the institution's ambition to strengthen its research profile and raise its standing in research rankings. Nevertheless, the EEC noted that no promotions have taken place since the last evaluation in 2021, there have been no new permanent staff appointments, and adjunct recruitment has been limited. There is no full Professor in the faculty of the Architecture Department.

Strengths

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

- Qualified and dedicated teaching staff with strong academic and professional backgrounds.

- A high level of commitment to student support and availability beyond formal teaching hours, which students and alumni consistently praised.
- Integration of professional practice and external perspectives into the curriculum through workshops, live briefs, and participation in review panels.
- Institutional requirement for research outputs that supports the integration of research-informed teaching.
- A positive and respectful staff–student ethos, fostering a strong learning community and ongoing graduate affiliation with the programme.

Areas of improvement and recommendations

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

- 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.

Encourage the appointment of early-career design practitioners as adjunct staff to bring fresh professional perspectives into the curriculum.

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.

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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Compliant



3.3	Synergies of teaching and research	Compliant
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4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

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.

Admissions regulations are published on the University of Nicosia website and provide clear information regarding minimum entry requirements, English language proficiency, and any supplementary tests or language support where needed. The admissions process is transparent and consistent, following a triaged procedure that includes application, portfolio submission, and interview. During the site visit, students and graduates confirmed that they had received helpful pre-admission guidance, which supported them in making informed choices about their studies.

Regulations regarding student progression are contained within the UNIC Academic Policy documentation and are applied consistently. Each student is supported by an academic advisor, who monitors their academic progress and assists with course registration and elective selection, ensuring that progression is carefully tracked.

Recognition of prior learning is detailed in the UNIC Academic Policy under section 2.5 “ECTS”, which defines policies for transfer credits. These procedures align with the Lisbon Recognition Convention and are supported by collaboration with the national ENIC/NARIC centre and relevant partner networks. Recognition of informal learning is also possible, subject to approval by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

Students receive certification that clearly states the qualification awarded, the achieved learning outcomes, and the context, level, content, and status of the studies pursued. The University of Nicosia has also been formally recognised as issuing the Diploma Supplement, although not supplied with the documentations, which supports graduates in continuing their studies or entering the labour market both nationally and internationally.

Strengths

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

- Pre-defined and published admissions, progression, recognition, and certification policies are available and accessible through the university website.
- Transparent admissions process combining academic records, portfolio, and interview, with evidence of supportive pre-admission guidance.
- Recognition of prior and informal learning demonstrates an institutional commitment to mobility and flexibility, in line with European standards.
- Issuance of the Diploma Supplement enhances graduates' employability and international opportunities.

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.

- Policies and regulations, while comprehensive, are complex. Clearer and more accessible documentation would benefit applicants, students, and advisors who rely on these resources.
- 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.



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

Findings

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

The programme benefits from access to the facilities of the Architecture Research Center, where the Department of Architecture and the BA in Interior Design are located. Studios, classrooms, and IT resources are adequate for the current cohort sizes, and students confirmed that the spaces encourage a creative and collaborative learning environment. The isolated location from the rest of the university facilities creates some limitations and a degree of discontent, but nothing that should be considered of major impact.

The BA Interior Design programme makes use of digital tools such as Moodle, which supports communication, assignment submission, and feedback processes.

Library resources, although available to all students of the University of Nicosia, were not directly visited by the EEC due to the physical separation of the Architecture Research Center from the main campus. Nevertheless, the library staff reported that a wide range of online resources and digital databases is provided, which appears to effectively support study and research.

The digital and wood workshops, although limited in size, are well equipped, well staffed, and heavily utilized by students. They constitute an important resource that provides students with practical skills and technical support, complementing the theoretical and design aspects of the curriculum.

Student support services, including academic advising, counselling, Erasmus coordination, and administrative assistance, are in place and appear to function well. Each student is assigned an academic advisor who monitors their academic progress and provides guidance. The small cohort sizes and the high engagement of faculty members further enhance the already well-established supportive structure. In addition, the university offers the Student Success Center, which provides targeted support for students with difficulties and learning disabilities.

The Erasmus Office offers international mobility opportunities, although data was only very vaguely shared during the onsite visit. Placements and Blended Intensive Programmes, are preferred by students, over semester- or year-long exchanges.

Overall, the EEC noted that learning resources and student support are adequate and accessible. The closeness between student body and faculty is remarkable and provides a secure and caring learning environment. However, more systematic documentation and transparent sharing of data—such as library usage, student satisfaction with support services, and mobility participation rates—would further strengthen the quality assurance framework.

Strengths

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

- adequate and well-equipped studio spaces fostering collaborative and creative work.
- Effective use of Moodle and other digital tools for communication, teaching, and assessment.
- Strong academic advising system and culture, with individual support for each student.
- Supportive student services (counselling, Erasmus, administrative staff) accessible to the student body.
- Positive feedback from students regarding the helpful and approachable faculty and supportive administrative staff.

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.

- 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.
- Collect and present systematic data on the use and effectiveness of student support services (academic advising, counselling, Erasmus mobility).
- Provide more transparent reporting on Erasmus mobility figures (incoming/outgoing students, staff exchanges).



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 doctoral programmes (ALL ESG)

Sub-areas

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

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.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	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.

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.

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.

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.

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.

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



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Javier Martin	
Ersi Ioannidou	
Patrick Macklin	
Anastasia Papakosta	

Date: 16.09.2025