

Doc. 300.3.1

Date: 26th February 2026

External Evaluation Report (Departmental)

- Higher Education Institution:
University of Nicosia
- Town: Nicosia
 - School/Faculty: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
- Department: Architecture
- Department's Status: Currently Operating
- Programme(s) of study under evaluation:
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Architecture (4 years, 240 ECTS, Bachelor of Arts in Architecture)

Architecture (5 years, 300 ECTS, Integrated Master in Architecture)

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

Master of Science in Computational Design and Digital Fabrication (MSc CDDF, 1.5 years / 90 ECTS, E-Learning)



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].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Department of Architecture	Architecture (4 years, 240 ECTS, Bachelor of Arts in Architecture)
	Architecture (5 years, 300 ECTS, Integrated Master in Architecture)
	Bachelor of Arts in Interior Design (BA Int, 4 years /240 ECTS, Conventional in English)
	Master of Science in Computational Design and Digital Fabrication (MSc CDDF, 1.5 years / 90 ECTS, E-Learning)

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) had full access to a comprehensive set of documentation, which was made available to us before the meeting in Cyprus. This documentation included information on the programme profiles, contents, structures, 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. On 24th February 2026, the EEC had a full day of meetings with the Rector, the Vice-Rector for Academic Affairs, the Dean of the School of Humanities and Social Sciences, the Associate Dean of the School of Humanities and Social Sciences, the Head of the Department of Architecture, the Associate Head of the Department of Architecture, academic staff, external stakeholders, administration staff, and a wide range of students and alumni. The visit included a tour of the Architecture Research Centre (ARC). During our visit, we were provided with additional presentations and information by the Rector and the Department of Architecture and shown samples of student work from the Architecture programmes.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Roemer van Toorn	Chair	Umeå University, Sweden
Associate Professor Laura Elisabetta Malighetti	Member	Politecnico di Milano, Italy
Professor Alexander Wright	Member	University of Bath, UK
Anastasia Papakosta	Student member	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Mission Statement would benefit from further articulation to better represent the existing and proposed distinctiveness of the Department.

The objectives included within the strategic planning documentation would benefit from inclusion of clearly measurable objectives and timelines for achievement.

The strategic planning, with respect to the development of appropriate research activity, would benefit from further development to help guide the Department's evolving identity over the next 5 years.

[Click to enter text.](#)

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Provide suggestions for changes in case of incompatibility.

[Click to enter text.](#)

Overall, the Committee found the programmes of study offered by the Department to be coherently planned and delivered.

The Department sits within the School of Humanities and Social Sciences. It is one of a number of other departments within the School, including:

Department of Communications
Department of Design and Multimedia
Department of Languages and Literature
Department of Social Sciences
Department of Theology

We appreciate that the position of the Department within the School has been the subject of discussions in the recent past. As a discipline Architecture can sit within a variety of subject groupings, reflecting its nature and embracing sciences, arts and humanities. Although the Committee had some queries about the compatibility with other departments within the School, these were appropriately answered in the course of the visit. The Committee suggest there may be some opportunities to develop closer teaching relationships with some of the other departments within the School, in line with the Department's approach to inter-disciplinarity.

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4

1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	5
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Additionally, write:

- Expected number of Cypriot and international students
- It was reported that the Department currently includes 106 Cypriot students in both Architecture and Interior Design programmes.
- Countries of origin of international students and number from each country.
- It was reported that the Department currently includes 173 international students currently including students from more than 20 different countries in both Architecture and Interior Design programmes.

[Click to enter text.](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the Committee found appropriate evidence that the Department has satisfactory processes in place for ensuring programme development, and statements were provided regarding the Department's mission and objectives.

Strengths

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

The Committee found evidence of strength in the following areas:

Clear professionally focused programmes, which are well aligned with the Department's profile.

A well-engaged academic community, which helps inform and contribute to the Department's development.

Effective continuing communication with its graduate community.

A successful record in attracting capable and diverse staff, including those with active engagement in professional practice.

A successful record in attracting high quality students from a wide variety of different countries.

Areas of improvement and recommendations

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

The Committee recommends that the Department's mission statement is reviewed in order to establish an articulate mission statement that fully reflects the Department's distinctive characteristics and ambitions. This may reflect the distinctiveness, which the Committee identified in the following areas:

International outlook. The Department benefits from an exceptionally geographically diverse student population, partly as a consequence of delivery of the programmes in English. This characteristic provides benefits in terms of peer-to-peer learning, diversity of backgrounds and in establishing an inclusive studio culture. Its various forms of international engagement and the international experience represented in its teaching staff are also noteworthy.

Collaborative approach to teaching and learning. Many of the activities observed by the Committee in the Departments teaching activities shared a common thread of collaboration. These included collaborative approaches with the design studio, collaborations with other institutions and collaboration within its teaching community and professional community. Collaborations also include activities engaging with municipalities, community groups and the public.

A studio-centred pedagogic approach. This characteristic is often cited within architectural education, but the Committee observed excellence in the fostering of studio culture within the Department. The Department has established a vibrant and immersive studio environment, which is problem-led and process rich.

Within the Department's strategic planning the Committee suggests that including clearer key performance indicators (KPI's), with appropriate timelines for delivery, associated with the objectives within its four strategic pillars, would be beneficial.

The Committee suggest that in establishing its strategic plans for the Department these could usefully build on its unique strengths in the context of its main competitors in the sector.

In addition, the Department's strategic plans for meeting the University's expectations with respect to increased research profile and activity should be more clearly articulate within its strategy and planning documents.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It was reported to the Committee that the student evaluation response rates for some courses were very low. This hinders the employment of the student voice in systematically informing the incremental improvement of the programmes.

The Committee noted that the metrics used in assessing the merits of various types of research outputs were not employed in a manner which reflects some current practice in the architectural sector. We encourage the University, in dialogue with the Department, to consider research metrics as KPIs for Architecture which are appropriate to the discipline and a design-focused department.

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5

2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	4
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	4
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the Committee found that there were appropriate QA processes and policies in place.

Strengths

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

The Committee identified the following strengths:

The students clearly benefit from very effective academic support provided by the teaching staff, and this greatly contributes to the overall quality of the student experience.

Student welfare provision is effective and forms an integral part of the support services available to the student population.

The ARC provides a valuable home for the Department. It contributes to the establishment of a vibrant studio culture and a strong sense of community. It offers an example of creative re-use and design agency which reflects the values of the Department.

Areas of improvement and recommendations

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

The Committee noted that the recent increase in the student population has created pressures in relation to studio space in particular. We suggest that the strategic planning for the Department should ensure that any planned growth in the student population is supported by a commensurate growth in the physical resources required to support the Department's successful studio-centred pedagogy.

The Committee observed some areas within the ARC where accessibility for disabled students may be limited, and therefore reasonable measures would need to be in place to provide suitable adjustments for such students. Due to the Department's relative isolation, the availability of a cafeteria, within the building, would strengthen the sense of community and inclusion.

It was reported to the Committee that the student evaluation response rates for some courses were very low. This in part appeared to be the result of the Moodle software, which allows students to by-pass the usual requirement to submit feedback on courses. We suggest this matter is addressed in order to help ensure the student voice is systematically used to help inform the incremental improvement of the programmes.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
----------	--



2.1 System and quality assurance strategy	Partially Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

3.11 Internationalization of the Department and external collaborations. 5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Administration of the Department was observed as efficient and supportive of the Department's activities.

Strengths

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

The Committee noted the high number of international collaborations and activities which staff and students are engaged in and we view these as a strength of the Department.

The administrative staff and processes are effective in supporting the activities of the Department.

Areas of improvement and recommendations

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

The Committee suggest that clarity is provided with respect to the formal processes employed with responding to student complaints.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching

(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Click or tap here to enter text.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the Committee observed a dedicated and expert teaching team who successfully deliver a valuable and high-quality student experience.

Strengths

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

The level of teaching support provided to the students by the academic staff is high, and greatly appreciated by the students. The students reported accessibility to teaching staff is excellent and this helps build the studio culture, which is a strength of the Department.

Areas of improvement and recommendations

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

The Committee noted that the studio space available for students is limited within the constraints of the existing ARC building and that the student population is on an upward trajectory. Whilst the

allocation of studio space is currently compliant, we recommend that this is kept under review in the context of the planned increase in the Department’s student numbers.

The Committee found the assessment criteria were not always readily apparent. We suggest that the criteria for assessment at the unit level should be clear and accessible.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work: 12
- Number of teaching staff working part-time: 20
- Number of special teaching staff working full-time and having exclusive work: 0
- Number of visiting Professors: 0
- Number of special scientists on lease services: 0

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the Committee was impressed by the commitment and effectiveness of full and part-time teaching staff.

Strengths

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

The combination of full-time and part-time teaching staff with strong backgrounds in professional practice facilitated a practice-informed approach to academic projects and design. This was a characteristic of the teaching which students reported as being a strength of the Department. Similarly, the engagement of professional practitioners in studio project reviews was also highly constructive within the studio teaching.

Areas of improvement and recommendations

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

It was reported to the Committee that the student evaluation response rates for some courses were very low. This in part appeared to be the result of the Moodle software, which allows students to by-pass the usual requirement to submit feedback on courses. We suggest this matter is addressed in order to help ensure the student evaluations of teaching can form a reliable part of feedback provided to teaching staff.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Partially Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	3
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	3
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department sits within the broader context of the University of Nicosia, which has a strategic development plan to increase its research activity. Within this context the Department, in collaboration with the School and University, will need to develop a Research Strategy which can help guide the development of the Department over the next five years and beyond.

The academic staff and leadership are aware of the particular challenges related to developing a successful research culture within the discipline of Architecture. An effective research strategy needs to align the metrics against which research activities will be judged with the nature of the discipline and the characteristics of the staff profile.

In discussions with staff the Committee is aware that the term research was applied in the context of design-led enquiry, and various aspects of analysis, which are carried out with the design studio and other related units. However, the Committee is applying the term research in the Higher Education context of activities which generate new knowledge, and which have demonstrable impact.

Although the grant capture record for the department is not dissimilar to other departments in Cyprus, the level of research funding from external sources captured by the Department appears low in the international context.

The Committee noted the publications resulting from the recent research activities of the Department. However, the Committee considers there is scope to target research activity to ensure increased visibility and esteem through publication. This could include outputs achieved through rigorous processes of research by design.

Strengths

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

The Department has been proactive in establishing external networks which have helped support research activity and could be helpful in developing future research collaborations.

Within the context of the use of the term research, as used by the Department, the studio process is successful in emphasizing iterative methods and reflective practice to inform innovative design solutions.

Areas of improvement and recommendations

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

The Committee recommend that there would be considerable benefit in developing a clear research strategy. The task of developing the Departmental Research Strategy is one for the institution, however the Committee offers the following suggestions which might be usefully considered in preparing this strategic approach:

Third-cycle education. The Department may wish to consider developing a PhD programme as part of enriching its research profile and culture. We noted that the characteristics of the Department may suit a PhD by design approach, rather than more traditional forms of doctoral study. This may also enable the Department to position its Architecture PhD offer as distinctive in comparison with its existing national competitors. Achieving excellence in the area of Research by Design may also be productive in providing a career development path for a number of the existing staff whose expertise and research interests appear well suited to this approach.

The Committee appreciates that many institutions can be reticent to embrace PhD by Design. We suggest that the Department may find it helpful to use its existing networks with other architecture departments which are currently running successfully PhD by Design programmes.

In terms of research governance, the Department may wish to consider establishing a Research Committee which could help, promote, oversee and facilitate research activity.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Partially Compliant
Motives for research	Partially Compliant
Publications	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Overall, the Committee found the resources to be broadly appropriate to meet the needs of programme delivery.

Strengths

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

The Department demonstrated appropriate consideration of resources and a good working relationship with the Dean in securing annual operating budgets.

Areas of improvement and recommendations

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

As the Department increases its student population, and potentially increases its research activities, the Committee recommends that the strategic and annual planning processes ensure the financial, physical and human resources are maintained to meet the reasonable requirements of the Department.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

Overall, the EEC was impressed by the excellence of the Department in relation to the quality of its academic staff and the high-quality work produced by its students. We witnessed a dedicated and committed team of academics and support staff delivering an excellent student experience.

Comments and recommendations for improvements in the body of this report are made in the context of an academic department that is performing well across all areas of activity.

The areas of improvement and recommendations of the EEC are detailed within the seven report sections above. In summary the main themes of our recommendations are as follows.

Mission

We believe the mission statement has yet to encapsulate the distinctive strengths and ambitions of the Department.

Research

The Department has successfully established a strong record of performance based largely on the standards of its taught programmes of study. The Department now appears to be at a stage in its development where its research activities have the opportunity to develop to meet the aspirations of the wider University. This represents a significant challenge for the Department, but one where a successful outcome offers the opportunity to grow its culture, social and environmental impact and reputation. In addressing the research challenges the EEC recommends that care is given to ensure that the excellence in teaching is maintained as the foundation for the continued success of the Department.

Finally, the EEC wishes to thank the Department for their excellent preparation for the visit. We were also grateful for the open and constructive engagement of all those we met during our visit. We were especially impressed by the contribution of the students, with all the students and graduates providing a compelling testimony of the qualities of the Department.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Roemer van Toorn	
Associate Professor Laura Elisabetta Malighetti	
Professor Alexander Wright	
Anastasia Papakosta	

Date: 26th February 2026

