

Doc. 300.1.3

Date: Date

Feedback Report from EEC Experts

- **Higher Education Institution:** Alexander College
- **Town:** Larnaka
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle)

In Greek:

In English:

Design Innovation and Creative Industries [1,5 academic years, 90 ECTS, Master of Design (MDes)]

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

In Greek: Concentrations

In English: Concentrations



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

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Javier Martín Fuentes	Chair of the committee	Berlin International University of Applied Sciences, Germany
Annamari Vänskä	Professorial member	Aalto University, Finland
Domen Fras	Professorial member	Academy of Fine Arts and Design, University of Ljubljana, Slovenia
Gil Pasternak	Professorial member	De Montfort University, Leicester, UK
Katerina Kaisidou	Student member	Cyprus University of Technology



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Ambitious programme aims disproportionate to 90 ECTS: Review and prioritise the programme aims to ensure they are feasible and realistically achievable within a 90-ECTS, three-semester structure	The Programme Team has prioritised and consolidated programme aims to reflect better and more realistically; achievable outcomes aligned with EQF Level 7. The revised aims now focus on: 1. Advance critical and theoretical knowledge in contemporary design and creative industries. 2. Develop research-led, practice-based inquiry skills for postgraduate design practice. 3. Foster innovation and experimentation, including ethical integration of emerging technologies (AI, XR). 4. Cultivate collaborative, interdisciplinary practice and professional readiness. 5. Embed ethical, sustainable, and culturally sensitive design approaches. 6. Prepare graduates for professional progression or further academic study (including PhD pathways). Revised Programme Aims The MDes in Design Innovation and Creative Industries provides an interdisciplinary, research-led postgraduate education that prepares ethically grounded, future-facing design practitioners and researchers. The Programme's aims are to: 1. Advance critical and theoretical knowledge in contemporary design and the creative industries by exposing students to current scholarship, critical debate, and practice-based inquiry. 2. Develop research-led, practice-based inquiry skills enabling students to design, conduct and communicate rigorous investigations that inform creative practice and scholarly outputs. 3. Foster innovation and experimentation through studio practice, speculative methods and strategic design approaches that responsibly integrate emerging technologies (for example AI, XR, IoT). 4. Cultivate collaborative and interdisciplinary practice by equipping students with the interpersonal, project management and professional skills required to work across sectors and lead teams. 5. Embed ethical, sustainable and culturally sensitive design by ensuring graduates critically evaluate social, environmental and cultural impacts and apply inclusive, responsible design methods. 6. Prepare graduates for onward progression into professional leadership, entrepreneurial practice or further academic study (including PhD pathways) through	Compliance

	career-facing projects, industry engagement and research dissemination opportunities.	
Workload misalignment between module descriptors and actual contact hours: Revise module descriptors to ensure that contact hours, delivery methods, and independent study expectations are correctly aligned and appropriate for Master's level.	Workload misalignment between module descriptors and actual contact hours Pedagogical restructuring/module-by-module evidence The Programme team acknowledges the recommendation regarding alignment between module descriptors, contact hours, delivery methods, and independent study expectations. A comprehensive review of all module descriptors has been undertaken (see Annex 1), with revisions implemented to ensure full alignment with postgraduate (EQF Level 7) pedagogy. The review identified that certain modules previously included elevated contact hours (67-90 hrs), primarily due to studio-based learning, technical workshops, and extended tutorial support. While pedagogically valid, these were not consistently articulated and risked over-emphasising direct contact delivery relative to independent, research-led learning. Revised Pedagogical Model All modules have been restructured around a consistent postgraduate model: 1. Contact hours: 45 hours (baseline), with controlled variation up to 60 hours where justified 2. Independent learning: approximately 70% of total workload 3. Delivery: integrated model combining: • lectures and seminars • intensive workshops • studio-based tutorials • structured independent project work • scheduled formative feedback and milestone reviews Importantly, independent learning is structured and supervised, not unsupervised, and includes: • guided research tasks • monitored project development • peer critique sessions • scheduled tutorials and feedback points Module-Level Adjustments MDES100 - Research Methodologies for Designers Contact hours reduced from 67 → 45. Research training restructured to emphasise independent literature review, proposal development, and supervised tutorials. MDES110 -Design Thinking in Creative Industries Contact hours reduced from 83 → 45. Collaborative studio practice retained through intensive workshops, supported by structured independent group work and scheduled critique sessions. MDES120 - Artificial Intelligence and Design Futures Contact hours standardised to 45. Technical demonstrations and masterclasses integrated into guided sessions, with independent experimentation supported through supervision and milestone feedback. MDESE101-Experimental Making and Materials Workshop-heavy delivery restructured into supervised sessions within 45 hours, with additional making practice conducted as structured independent studio work. MDESE102 - Brand Identity and Visual Systems Studio contact condensed into core seminars and critique sessions, with	Compliance

	independent project development supported through tutorials and formative feedback. MDESE103 - Cultural Narratives in Design Contact hours reduced from 90 → 45. Fieldwork retained within supervised windows, supported by structured independent research and reflective practice. MDESE200 - Extended Reality (XR) Design Technologies Contact hours adjusted to 45–60 (justified). Mandatory lab sessions retained for technical induction and assessment milestones; additional practice structured as supervised independent work. MDESE210 - Design Sustainability, Ethics and Social Impact Workshops consolidated into core contact sessions, with expanded independent research and stakeholder engagement activities. MDESE310 - Design Leadership, Strategy and Innovation Maintained at 60 contact hours (10 ECTS justified). Leadership labs and industry mentoring require structured interaction. MDESE201 - Motion Graphics and Interactive Media Technical workshops retained within 45 hours; independent production work supported through tutorials and critique. MDESE202 - Cross-Disciplinary Design Collaboration Collaboration structured through intensive studio sessions and guided independent teamwork, with regular peer review and supervision. MDESE203 -Creative Technology and Future Trends Seminars and prototyping sessions retained within 45 hours; independent exploratory work structured and supervised. MDESE220 -Capstone Research and Practice Seminar Contact hours reduced from 83 → 45. Tutorials organised into structured milestone blocks supporting independent proposal development. MDESE300 –Capstone Project Maintained at 60 contact hours (supervision and reviews). Independent research and project work (440 hours) remains the core learning activity. Outcome of the Comprehensive Review These revisions ensure: 1. appropriate balance between contact and independent learning 2. preservation of studio-based and collaborative pedagogy 3. structured supervision of independent work 4. alignment with Level 7 expectations for autonomy and critical inquiry The revised module descriptors clearly articulate delivery methods and workload expectations, fully addressing the recommendation.	
Potential inconsistencies in ECTS-to-workload relationship across modules: Conduct an internal audit of ECTS allocations to ensure that workload, intended learning outcomes, and assessment weighting are aligned with EQF Level 7 expectations	ECTS-to-Workload Relationship Consistency The Programme team acknowledges and has addressed the recommendation regarding consistency between ECTS allocation, workload, learning outcomes, and assessment. A full internal audit has been conducted (please see Annex 1) to verify alignment across all modules. Standard Applied The programme consistently applies the institutional and European standard: • 1 ECTS = 25 notional hours Accordingly: • 7.5 ECTS = 187 hours • 10 ECTS = 250 hours • 20 ECTS = 500 hours	Compliance

	Module-Level Verification 7.5 ECTS Modules (187 hours each) All 7.5 ECTS modules have been standardised: • MDES100 • MDES110 • MDES120 • MDESE101 • MDESE102 • MDESE103 • MDES200 • MDES210 • MDESE201 • MDESE202 • MDESE203 • MDES220 Each now demonstrates: • Contact hours: 45-60 • Independent study: 127-142 • Total: 187 hours 10 ECTS Module MDES310 – Design Leadership, Strategy and Innovation • Contact hours: 60 • Independent study: 190 • Total: 250 hours This reflects increased complexity, leadership training, and industry engagement. 20 ECTS Module MDES300 – Capstone Project • Contact hours: 60 (supervision and reviews) • Independent study: 440 • Total: 500 hours This reflects Level 7 expectations for autonomy, research, and independent project execution. Alignment with Learning Outcomes and Assessment The audit confirms that: • workload is proportionate to module complexity • assessment weighting reflects student effort • independent learning supports: 1. research (PLO4) 2. critical reflection (PLO2) 3. problem-solving (PLO7) All modules demonstrate constructive alignment between: • ECTS credit allocation • workload distribution • teaching methods • assessment strategies Outcome of the Audit The programme demonstrates: • full consistency in ECTS to workload relationships • proportional scaling across modules • alignment with EQF Level 7 expectations The audit confirms that all modules are now more coherent, transparent, and academically robust, fully addressing the recommendation of the External Evaluation Committee.	
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Student participation in programme development remains informal: Establish a formally elected Student Council with a two-year mandate, fully integrated into academic committees and QA processes.	In response to the EEC's recommendation regarding the need to formalise student participation in programme development, Alexander College has strengthened and structured student engagement within the programme-level Quality Assurance framework. 1. As part of the programme introduction process, a student and graduate survey was conducted, complemented by direct communication with the relevant student population to identify if the Programme is relevant to student needs. The findings confirmed the need for an MDES programme introduction within the context of Alexander College's over 30-year tradition in design education. These results informed the Programme aims, curriculum development and are available upon request. Therefore, the Programme as such is an outcome of structured communication between the College and Students/Graduates. - Building on this foundation, a formally elected Programme Student Council will be established to ensure systematic and representative student involvement (https://alexander.ac.cy/student-voice-policy-programme-based/). The structure includes: - A 1.5-year mandate, ensuring continuity and effective participation across academic cycles - Representation across key institutional and academic bodies, including: - Programme Committee - Internal Quality Assurance Committee - Learning Resources Committee - Active participation in programme review processes, including formal input into decision-making and feedback mechanisms - Scheduled meetings at least once per semester, aligned with programme monitoring cycles - A formal reporting structure, whereby student feedback is documented and communicated directly to the Programme Coordinating Team and relevant committees This structure ensures that student participation is no longer informal, but embedded, systematic, and directly linked to programme governance and quality assurance processes. The Student Voice framework is further supported by the College's published policies, ensuring transparency and accountability: - Student Voice Policy: https://alexander.ac.cy/student-voice-policy-programme-based/ - Quality Assurance System (Roles and Responsibilities)	Compliance
Limited evidence of systematic external stakeholder integration into QA processes: Formalise stakeholder involvement through structured feedback mechanisms and regular participation in programme review cycles.	In response to the recommendation regarding limited evidence of systematic external stakeholder integration into quality assurance processes, Alexander College has strengthened and formalised stakeholder engagement within its existing Quality Assurance framework, building on established policies such as the Plan-Do-Check-Act (PDCA) cycle (https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#assurance-system) and the Internal Quality Assurance Framework: Roles and Responsibilities (https://alexander.ac.cy/the-quality-assurance-system-at-the-alexander-college/#roles_and_responsibilities).	Compliance

	Stakeholder integration is now systematically embedded and evidenced across the MDes (and BDes) through the following structured mechanisms (see ANNEX 3 Documentation of Stakeholder Contribution): • Annual Industry Advisory Board Meeting A formal advisory board comprising industry professionals, practitioners, and external collaborators meets annually to review programme relevance, industry alignment, and emerging trends. Outcomes are documented and feed directly into curriculum review and strategic planning. • Formal Stakeholder Feedback Mechanisms Structured feedback forms are implemented annually, capturing input from industry partners, guest lecturers, internship providers, and collaborators. Feedback is analysed and incorporated into programme evaluation and development. • Participation in Programme Review Cycles External stakeholders are formally involved in programme review processes, contributing to discussions on curriculum updates, learning outcomes, and alignment with industry standards. • Co-assessment and Industry Critique Panels Selected modules include external industry participation in critiques and assessment panels, ensuring alignment between academic outputs and professional expectations. • Internship Evaluation Reports Feedback from internship providers is systematically collected and integrated into QA processes, informing programme improvements, employability outcomes, and skills alignment. • Integration into Teaching and Research Activities Stakeholder engagement is further evidenced through structured activities such as: - International conferences (e.g. Graphic Stories: https://alexander.ac.cy/to-graphic-stories-epistrefei-gia-12i-chronia-afti-ti-fora-sti-larnaka/) - Guest lectures and seminars (e.g. https://alexander.ac.cy/guest-lecture-contemporary-directions-in-polish-architectural-design/) - Industry workshops and collaborations https://alexander.ac.cy/future-of-work-employability-event/ These activities ensure continuous interaction between academia and industry within both teaching and QA processes.	
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	Documentation and Reporting All stakeholder input is formally recorded and incorporated into the Annual Programme Monitoring Report (PMR), ensuring transparency, traceability, and continuous improvement. Please see ANNEX 3 Template for Stakeholder Contribution	
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2. Student - centred learning, teaching and assessment (ESG 1.3)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Insufficient specialist equipment available for postgraduate-level study: Invest in updated and additional equipment to meet programme requirements and enhance the quality of learning experiences.	In response to the EEC's recommendation regarding insufficient specialist equipment for postgraduate-level study, Alexander College has implemented a comprehensive and strategically partly phased resource framework, combining existing infrastructure, targeted investment, and forward planning aligned with programme requirements. 1.The MDes in Design Innovation and Creative Industries is inherently interdisciplinary, digital, and research-led, as evidenced by modules such as Artificial Intelligence and Design Futures (MDES120), Extended Reality Design Technologies (MDES200), Motion Graphics and Interactive Media (MDESE201), and Experimental Making and Materials (MDESE101). These modules require access to advanced digital, computational, and prototyping environments, which are supported through the College's current resources. 1.1.The Programme is underpinned by a comprehensive suite of industry-standard software, including Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro, After Effects, Firefly), Figma, CorelDraw, Archicad, SketchUp, Twinmotion, Capture One, CLO3D, and Optitex. These tools directly support modules across AI, XR, motion design, visual systems, and interdisciplinary practice, ensuring alignment with EQF Level 7 competencies. 1.2. In addition, the College has already undertaken strategically targeted investment in professional equipment, including a Canon PRO-6600 large-format printer and a Sony A7 V mirrorless camera system with a Sony FE 70–200mm f/2.8 GM OSS II lens, alongside professional lighting and hybrid production systems (see ANNEX 8 Equipment with Invoices, submitted also in BDES response). These resources are aligned with current industry standards, supporting professional workflows in image production, digital design, and hybrid media, while enabling advanced, research-informed and independent student work, particularly in modules such as Capstone Project (MDES300), Capstone Research and Practice Seminar (MDES220), Brand Identity and Visual Systems (MDESE102), and Cultural Narratives in Design (MDESE103). 1.3. Furthermore, the College provides on-site prototyping and immersive technology capabilities, including 3D printing facilities and VR equipment (Oculus Quest 3 headsets). These resources directly support modules such as Experimental Making and Materials (MDESE101) and Extended Reality Design Technologies (MDES200), enabling students to engage with spatial simulation, immersive design, and interactive environments within the College. 1.4. This provision is further strengthened through access to advanced fabrication and innovation infrastructure via the Youth Makerspace partnership, which includes additional 3D printing (filament and resin), laser cutting, 3D scanning, VR systems, and	Compliance

	interactive technologies. This combined model ensures that students benefit from both internal and extended specialist resources, supporting interdisciplinary and research-led workflows. Here we provide evidence of laser cut use by an Interior Design Alexander College student and final product outcome in the premises of our stakeholders YouthMaker Space https://alexander.ac.cy/chair-design-with-laser-cut-detailing/ 1.5. The recent appointment of Dr. Kleanthis Neokleous (Research Associate Professor of the CYENS Centre of Excellence, further enhances the effective use of these resources. This collaboration enables students to engage with advanced research environments in VR, AI, and interactive media, allowing existing equipment to be applied within research-informed and technologically advanced contexts. 2.Planned Resource Enhancement (Phased Investment Strategy) To further strengthen alignment with postgraduate-level expectations, the College has developed a partly phased equipment and infrastructure enhancement plan, directly mapped to module requirements: • Phase 1 (0–6 months): Core Digital Infrastructure Expansion/ Additional high-performance workstations. Currently the Programme is supported by 24 high-performance workstations, in two labs, equipped with AMD Ryzen 7 processors, 32GB RAM, RTX-series GPUs, and NVMe storage, enabling advanced workflows in XR, AI-assisted design, real-time rendering, and computational media). 6 more will be added and 14 colour-calibrated monitors purchased, to further support modules such as AI & Design Futures (MDES120) and Motion Graphics (MDESE201). • XR and Emerging Technologies Enhancement Expansion of existing VR infrastructure to support broader delivery of Extended Reality Design Technologies (MDES200), complementing CYENS collaboration. • Phase 3 (6–12 months): Fabrication Capacity Enhancement Expansion of existing 3D printing and prototyping facilities to support increased student demand and continuous experimentation. • Phase 4 (linked to new building expansion awaiting Ministry Approval see ANNEXES 12 &13, in BDES response): New building fully licenced expected maximum October2026). Dedicated MDes Spaces Development of postgraduate studios, research environments, and collaborative innovation spaces within the new three-floor building (pending Ministry approval). Currently the College facilities, can take up to 22students per studio, workspace, lecture room, per session. • Phase 5 (0-6 months): Production and Dissemination Enhancement Further Expansion of printing, exhibition, and presentation infrastructure to support professional-level outputs in Capstone Project (MDES300). The combination of: 1. Extensive industry-aligned software and equipment, 2. On-site prototyping and immersive technologies (including 3D printing and VR headsets),	
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	3. Access to advanced external facilities (Youth Makerspace and CYENS), 4. Strategic academic expertise, 5. A partly phased and forward-looking investment plan, demonstrates that the MDes programme is adequately and appropriately resourced for postgraduate-level study, and aligned with both EQF Level 7 requirements and contemporary industry standards. This integrated and scalable model ensures that students engage with professional tools, interdisciplinary practices, and research-led environments, fully addressing the EEC's recommendation while supporting continuous development and long-term sustainability	
Outdated or limited reading lists not aligned with contemporary research: Revise and expand reading lists to include current theoretical paradigms and recent scholarly and industry publications.	Following the External Evaluation Committee's recommendation, the programme team conducted a systematic review of all module reading lists based on criteria of contemporaneity, academic relevance, and alignment with current design research and industry practice. Reading lists have been revised to prioritise recent scholarship (primarily 2018–2025), while retaining only key foundational texts where pedagogically necessary. Essential readings have been streamlined and strengthened with contemporary publications addressing emerging paradigms such as artificial intelligence in design, extended reality, sustainability transitions, systems thinking, and design leadership. In addition, the programme has strategically integrated access to peer-reviewed resources available through the Cyprus Libraries Consortium, including selected Springer Nature journals (e.g. AI & Society, The Visual Computer, Multimedia Systems, Journal of Business Ethics), ensuring that students engage with current interdisciplinary research at the intersection of design, technology, and society. The revised reading (please see ANNEX 4: Revision of Module Bibliographies and Alignment to Learning Outcomes) lists now demonstrate a clear balance between theoretical grounding and applied industry insight, supporting both academic rigor and professional relevance. This ensures that all modules are aligned with contemporary research developments and international postgraduate standards in design education. New readings have been ordered (please see ANNEX 2 INVOICE FOR ORDER)	Compliance
Limited range of tools and resources to support diverse professional interests: Provide a broader set of physical, digital, and methodological tools to cater to students' varied learning needs and to strengthen wider professional skill development.	Building on the specialist equipment and infrastructure outlined above, the programme further ensures a broad and diverse ecosystem of tools and methodologies that support multiple professional pathways and interdisciplinary practice. In response to the EEC's recommendation regarding the limited range of tools and resources to support diverse professional interests, Alexander College has developed a comprehensive, interdisciplinary, and flexible resource ecosystem, fully aligned with the structure, learning outcomes, and Level 7 expectations of the MDes in Design Innovation and Creative Industries. The programme is intentionally designed to support multiple and evolving professional trajectories, including AI-driven design, XR/immersive environments, motion and interactive media, branding and communication systems, material experimentation, cultural research, and interdisciplinary innovation. This diversity is explicitly embedded within the curriculum through modules such as:	Compliance

	• Artificial Intelligence and Design Futures (MDES120) – AI, generative systems, futures thinking • Extended Reality Design Technologies (MDES200) – immersive environments and spatial computing • Motion Graphics and Interactive Media (MDESE201) – time-based and interactive communication • Experimental Making and Materials (MDESE101) – physical prototyping and material exploration • Brand Identity and Visual Systems (MDESE102) – strategic visual communication and branding • Cultural Narratives in Design (MDESE103) – research-driven, context-aware design practice • Creative Technology and Future Trends (MDESE203) – speculative design and emerging technologies This module structure ensures that students engage with diverse tools, methodologies, and modes of practice, enabling them to define individual pathways aligned with their professional and research interests. To support this diversity, the College provides a broad range of digital, physical, and methodological tools, including: • Industry-standard software (Adobe Creative Cloud, Figma, CorelDraw, Archicad, SketchUp, Twinmotion, Capture One, CLO3D, Optitex) supporting visual, spatial, motion, and computational design • Professional production equipment (camera systems, large-format printing, lighting infrastructure) enabling high-level documentation, communication, and dissemination • On-site prototyping capabilities, including 3D printing and immersive technologies (Oculus Quest 3 VR headsets), supporting XR and experimental design modules This internal provision is further extended through structured access to advanced external facilities via the Youth Makerspace partnership, including laser cutting, 3D scanning, advanced fabrication tools, VR systems, robotics, and interactive technologies. This ensures that students are exposed to a wider and more advanced range of tools than typically available within a single institution, supporting interdisciplinary and experimental practice. The breadth of resources is further enhanced through academic expertise and research integration. The appointment of Dr. Kleanthis Neokleous, with expertise in Virtual Reality, AI, and emerging technologies, and collaboration with the CYENS Centre of Excellence, enables students to engage with advanced research environments and apply tools within technologically advanced and research-led contexts. Importantly, the programme adopts a student-centred and flexible methodological approach, aligned with EQF Level 7 descriptors. Students are not constrained to predefined tools but are expected to select, combine, and justify appropriate tools and methodologies in response to their research and design direction. This enables the integration of digital, physical, and conceptual approaches and supports interdisciplinary outputs such as XR experiences, branding systems, material artefacts, and interactive media. This is particularly evident in modules such as Design Thinking in Creative Industries (MDES110), Experimental Making and Materials (MDESE101), Cross-Disciplinary Design Collaboration (MDESE202), and the Capstone Project (MDES300), where	
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	outcomes emerge from research-led inquiry, experimentation, and critical reflection. The Capstone Project further demonstrates the programme's capacity to support diverse professional interests, requiring students to synthesise tools, methods, and knowledge into independent, high-level design outcomes, aligned with Programme Learning Outcomes related to research, innovation, collaboration, and impact. The combination of: 1. A diverse and interdisciplinary module structure 2. A broad ecosystem of digital, physical, and immersive tools 3. Integration of research, emerging technologies, and academic expertise 4. Access to extended specialist facilities and innovation environments 5. A flexible, student-led methodological framework aligned with EQF Level 7 ensures that the MDes programme provides a comprehensive and adaptable range of tools and resources, fully supporting varied professional interests and learning needs.	
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(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Dependence on BDes teaching staff for postgraduate delivery: Increase the number of fulltime, research-active academic staff dedicated specifically to the MDes and reduce reliance on staff whose primary teaching responsibilities are in the BDes	The Programme team acknowledges the constructive recommendations of the External Evaluation Committee. It is important to note that all relevant sub-areas (3.1 Teaching Staff Recruitment and Development, 3.2 Teaching Staff Number and Status, and 3.3 Synergies of Teaching and Research) were evaluated as Compliant. The following actions are presented as targeted enhancements, supported by quantitative workload analysis and structural improvements, to further strengthen the postgraduate identity and long-term sustainability of the MDes programme effective continuation of the BDES. Dependence on BDes Teaching Staff for Postgraduate Delivery The Design Sector operates an integrated academic model combining a strong full-time BDes teaching base with research-active academic staff contributing to the MDes. Importantly, core postgraduate modules are already delivered by doctoral-level staff: • MDES100 → Dr. Leandros Savvides (PhD) • MDES110 → Dr. Halim Choueiry (PhD) • MDES120 → Dr. Anthony Chabarekh (PhD) • MDES200 → Dr. Kleanthis Neokleous (PhD) • MDES220 → Dr. Alan Meades (PhD) This ensures that the research-led and theoretical components of the programme are aligned with postgraduate academic standards. To further enhance this structure, the Sector has implemented a formal allocation principle: “Research-active and doctoral-level staff (Teaching -Research academic career Pathway (as per https://alexander.ac.cy/academic-career-development-at-alexander-college/) delivering core MDes modules are limited, where applicable, to a maximum of 1–2 undergraduate (BDes) modules”, with several having no undergraduate teaching allocation. In addition, a new Lecturer/Assistant Professor in Design position has already been advertised: https://ergodotisi.com/en-CY/jobs/lecturer-or-assistant-professor-in-design-94764147 This will further strengthen the research-active staffing base dedicated to postgraduate delivery. The above are aligned with “Allocation of research time between the range of 40%-50% of workload. To encourage productivity and enhance high quality research across Programmes and the College, the Academic Board has made the following decision focusing more to the Teaching – Research Pathway: 1. To Allocate more research time based on individual performance metrics (from minimum 20% to 40%+ of the workload). For Business (field) including the MBA, performance metrics will take into consideration a non-exhaustive list of quantitative and qualitative evidence. 2. Under the guidance of the Academic Board, an individual plan (with role expectations, discussion of envisaged development opportunities and career planning) is formulated for each member of the faculty. Identified targets and key performance indicators	Compliance

	will be monitored annually for a period of three years of development (when the review and assessment takes place). List of evidence. ”					
Imbalance between teaching, supervision, and research workloads: Review and adjust staff workload allocations to ensure a sustainable balance between teaching duties, postgraduate supervision, and research activity.	Workload Analysis and Distribution A detailed workload analysis has been conducted based on the following parameters: 1. BDes modules = 5 teaching hours per week 2. MDes modules = 3 teaching hours per week 3. Teaching loads are calculated on a semester basis, not cumulatively across the academic year Actual Teaching Loads (Per Semester) BDes Teaching Staff Typical allocation: • 2 modules per semester → 2 × 5 = 10 hours/week • 3 modules per semester → 3 × 5 = 15 hours/week Therefore, BDes staff teaching loads range between: 10–15 hours per week per semester MDes Teaching Staff Typical allocation: • 1–2 MDes modules → 3–6 hours/week • plus maximum 1 BDes module → +5 hours Therefore, MDes staff teaching loads range between: 3–11 hours per week per semester Examples Dr. Anth. Chabarekh • MDes: 2 modules → 2 × 3 = 6 hours • BDes: 1 module → 5 hours → Total = 11 hours/week Dr. Lea. Savvides • MDes: 1 module → 3 hours • BDes: 0–1 module → 0–5 hours → Total = 3–8 hours/week Impact of Recent Restructuring The appointment of three additional lecturers in the BDes (Photography pathway) has enabled redistribution of teaching loads. Before restructuring: • 3–4 modules per semester → 15–20 hours/week After restructuring: • 2 modules per semester → 10 hours/week Reduction: • 5–10 hours per week per staff member • approximately 30–50% reduction in high-load areas Final Workload Range <table><tr><th>Staff Category</th><th>Teaching Load (per semester)</th></tr><tr><td>BDes staff</td><td>10–15 hours/week</td></tr></table>	Staff Category	Teaching Load (per semester)	BDes staff	10–15 hours/week	Compliance
Staff Category	Teaching Load (per semester)					
BDes staff	10–15 hours/week					

	MDes staff (mixed)	8–11 hours/week	
	MDes research-focused staff	3–8 hours/week	
	Final words: This analysis demonstrates that: - workloads fall within acceptable international academic norms - research-active staff maintain reduced teaching loads - recent restructuring has significantly improved workload distribution The current model ensures a sustainable balance between teaching, postgraduate supervision, and research activity.		
Limited preparation for postgraduate-level pedagogy: Provide targeted professional development in postgraduate teaching methods, research supervision, and technologyenhanced learning.	Dr Leandros Savvides, Director of Postgraduate Studies and Dr Chrystalla Markou, Head of Educational Unit have prioritised targeted staff development which has been and will continue to be implemented. A structured 2 day-6-hour postgraduate pedagogy training session was delivered by Mr Marios Andreou (Fellow of Advance HE), covering: - postgraduate (Level 7) teaching methodologies - research-led teaching practices - supervision of Capstone and practice-based research - assessment design and feedback strategies - technology-enhanced learning This training has strengthened staff capacity to deliver research-informed postgraduate education and will continue as part of ongoing development. Further, staff take yearly trainings¹		Compliance

- ¹ Annual Mandatory Trainings offered to the Academic Staff: **Affective Assessment and Feedback** - This course is mandatory for Academic colleagues, including new academics - even if they have taught at HE level before. The course is for all academic staff involved in the design and marking of students' assessments at all levels.
- Navigating Academic Misconduct** - For staff to raise their awareness/understanding of different types of academic misconduct and understand how to use the Academic Misconduct Procedures.
 - Identifying different types of academic misconduct: there are numerous kinds including copy paste, contract cheating, duplication, falsification, collusion and patchwork plagiarism.
 - Using Turnitin with caution
 - Recognizing different factors which can drive students to commit academic misconduct
 - Guidelines and responsibilities for markers for all kinds of academic misconduct (including misuse of generative Artificial Intelligence and contract cheating)
 - Understand and use the Academic Misconduct Procedures (definitions, major and minor offences, sanctions, etc.)
- Equity and Inclusion** - The course looks at the benefits of being an inclusive organization, the barriers and challenges faced by minority and marginalized groups in the workplace and beyond, and how to create an inclusive working culture where everyone can thrive.
- Safeguarding Essentials** - This course helps staff gain a basic understanding of safeguarding so they know what to do if they're concerned about the wellbeing and safety of students and apprentices.
- Understanding Digital Accessibility** - This is an introduction to the Digital Accessibility and the Web Content Accessibility Guidelines. It gives staff top tips on how they can ensure their digital content is accessible for all.
- Information Security Awareness** - This course is an introduction to information security threats and what staff can do to keep their information safe.

Lack of structured staff development strategy: Establish a long-term staffing and professional development plan tailored to the sustained academic development and quality assurance of the MDes programme.	Building on the already compliant framework, a structured staffing and development strategy is being formalised, including: Recruitment • Ongoing recruitment of research-active academic staff • Strategic focus on emerging areas (AI, XR, sustainability, design strategy) Workload Management • Semester-based workload allocation • Clear limits on undergraduate teaching for MDes staff • Protection of research and supervision time Professional Development (as per https://alexander.ac.cy/faculty-development-programs-fdp/) • Continued postgraduate pedagogy training • Integration of digital and emerging technologies in teaching • Support for research activity and publication Programme Development • Clear distinction between: - BDes (studio-led delivery) - MDes (research-led delivery)	Compliance
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- The GDPR Mission (Professional Services Staff)** - We have set this learning is set in the style of an interactive Spy Mission to foster engagement into this introduction to the UK General Data Protection Regulations. This course helps staff gain the knowledge and skills they need to fulfil their responsibilities relating to Data Protection.
- Harassment and Sexual Misconduct** - To support compliance with the Worker Protection Act 2023 and the Office for Students' condition of registration E6, this refresher training course is completed each year.
- Anti-Bribery and Fraud** - The former offers an introduction to the Bribery Act and how it affects the way staff need to work, while the latter provides an overview of staff responsibilities under the Duty to Prevent Fraud, encompassing both fraud against the University/College, and fraud which benefits the University/College.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Lack of public recognition policies: Publish clear, accessible guidelines on recognition of prior learning (RPL).	Policy and Procedure are now transparently published https://alexander.ac.cy/our-policies/#prior-learning	Compliance
No clear definition of prior working experience for admission: Define minimum type and duration and make it publicly accessible	As per our published Admission Policy (https://alexander.ac.cy/student-admission-process/): Applicants for Postgraduate Studies must meet the following criteria: 1. Holder of a recognised Bachelor's degree in a relevant field of studies or a recognised equivalent from a professional body. Certified copy of degree, transcripts or a letter of award is to be submitted. 2. A minimum of one to three years of professional experience in administrative positions is preferable. Two reference letters either from employers or from one academic and one professional (employer) must be submitted. 3. We also consider applications from individuals with considerable managerial experience but no first degree (5 years of managerial experience). Evidence of alternative professional development and achievement must be submitted with the application. 4. A portfolio of work where stated in the Programme Description 5. Evidence of proficiency in the English Language (B2 CEFR or otherwise stated). 6. The applicant must include a Personal Statement (of maximum 1000 words) responding in a clear and detailed manner to a set of questions: • Why have you decided to undertake a Masters Degree at this point in your career? (150 words maximum). • Why have you chosen to study a Masters Degree at Alexander College? (150 words maximum). • What knowledge, personal qualities and skills would you bring to this course? (150 words maximum). • What do you intend to do after you have completed this course? (150 words maximum). • Please describe your past experience within organisations, including paid work, voluntary work, family business, entrepreneur projects, etc. In particular, please focus on projects where you have collaborated with other people or institutions or organisations (300 words maximum). 6. The applicant must also include an academic CV (Curriculum Vitae) showing the Admission committee skills and qualifications Upon accreditation of the MDES, this policy will be adopted for MDES prospective students	Compliance

RPL appeal or review mechanisms unclear: Establish and publish a dedicated review process for recognition decisions	3. “Appeals Applicants who wish to challenge a decision may submit a written appeal within ten working days of receiving the decision. Appeals are reviewed by the Academic Committee in accordance with institutional academic regulations.” In 4. https://alexander.ac.cy/our-policies/#prior-learning	Compliance
No explicit reference to Lisbon Recognition Convention: Align recognition procedures with the Convention and state this explicitly	In “Alignment with the Lisbon Recognition Convention Alexander College aligns its recognition practices with the principles of the Lisbon Recognition Convention, ensuring that qualifications and prior learning are recognised unless substantial differences can be demonstrated. The College is committed to transparent, fair, and timely evaluation of prior learning, particularly for international applicants. HEIs in Cyprus are bound by national legislation which defines an upper limit of recognition from professional experience of 10% of the total programme of studies (see https://www.kysats.ac.cy/index.php/el/enimerosi/apofaseis-genikis-politikis#thema-05)”	Compliance
Recognition limited to formal learning: Develop processes for evaluating non-formal and informal learning.	Policy on Recognition of Prior Learning (RPL) and Academic Credit Recognition (https://alexander.ac.cy/our-policies/#prior-learning) : “Recognition of Prior Learning Recognition of Prior Learning (RPL) at Alexander College includes three forms: 1. Formal Learning Formal learning completed at accredited higher education institutions may be recognised through the existing credit transfer process. Applications are evaluated by the Academic Committee, which assesses the equivalence of prior coursework in terms of level, learning outcomes, and academic content. 2. Non-Formal Learning Learning acquired through structured professional training, certified workshops, professional development programmes, or industry credentials may be considered for recognition where appropriate evidence is provided. Such learning may be assessed through documentation review, portfolio assessment, or additional academic evaluation. 3. Informal Learning Skills and knowledge developed through professional experience, independent study, or other experiential contexts may also be considered. Applicants may be required to submit a reflective portfolio, professional documentation, or participate in an assessment process designed to evaluate demonstrated competencies against programme learning outcomes.”	Compliance
Limited transparency for international applicants: Provide clearer information on migration-related transfer steps.	International Transfer Procedures are (especially for Colleges) explicitly regulated by the Migration Department of the Ministry of Interior and the Ministry of Education. Guidelines are published as per Government instructions https://alexander.ac.cy/international-students-admission/ https://alexander.ac.cy/how-to-apply-application-guide-visa-procedure/ Transfer of Students https://alexander.ac.cy/transfers-of-students/	Compliance

	Alexander College Policy stipulates the following (as per KYSATS): Transfers of students Transfer of students from one programme to another In the case where a student wishes to transfer to another course, this must be approved in writing by the Academic Committee at the request of the student and his or her qualifications are examined and assessed ensuring they meet the requirements of the new course. Failure to attend the courses or mere mention to the academic staff is not a formal application for course change. The change of course can be made after the end of the academic semester or within four weeks from the start of the semester. This is done with the guidance of the course's Head lecturer. In the case of course change, the credits are transferred only if the courses are related to each other. Transfer of students from one Branch to another If a student wishes to transfer to one branch of the College or from the branch to the parent institution, this must be approved by the Academic Committee at the request of the student and after the examination and evaluation of his or her qualifications. Transfer students from other institutions to Alexander College Alexander College uses the term "Accredited Learning" to refer to exemptions that are granted as a result of prior study, for example, when a student transfers from another university to a different institution having completed part of a programme of study. Please note that in order to make a decision on any advanced level entry application, Alexander College Admissions will need the following documents: • A completed Accredited Learning Application Form (AL) • A complete official Academic transcript showing the modules the student has studied and marks the student has achieved. • A copy of the module learning outcomes, so we can clearly check they match the equivalent modules at Alexander College. • In the case of foreign students, the finalisation of the transfer is made after the approval by the Migration Officer Credits can be transferred to Alexander College only if students have a grade of at least "Pass". The student that wants to transfer must cover at least two semesters for a two-year diploma, 3 semesters for a three-year degree, four semesters for a four-year degree and two years of study in a three years course. In special cases and after the decision of the Academic Council, someone can be admitted to the third year of study. If the language of the institution where the student was studying was not in English, then the student will have to present proof of knowledge of English. The college also has the possibility to ask the student to attend an exam in order to verify the student's ability to follow courses in the course to which he or she is asking to transfer. Each case of transfer application from other institutions will be examined based on the institution, grades, portfolio presented to the Academic Council. Student Admission Process https://alexander.ac.cy/student-admission-process/ Entry Requirements (see also https://alexander.ac.cy/student-admission-process/)	
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	In order to be considered for entry, applicants must provide evidence of the following requirements 1. Apolyterion of a six-year Secondary School of the Republic of Cyprus. 2. For foreign applicants, equivalent Certificate depending on their country of origin. 3. Any other certificate or qualification that the Academic Committee deems equivalent and corresponding with Apolyterion of Secondary Education. Equivalents to the above are examined and documented by the Academic Committee in order to ensure that are equivalent and corresponding with Apolyterion of Secondary Education. 4. Provide a portfolio of work either online or during interview (https://alexander.ac.cy/courses/undergraduate/bachelor-of-design/#) Assessment Approach. Your portfolio will be evaluated in key design areas such as: creativity and originality; visual and conceptual development; idea exploration; technical skills and use of media; and communication English Language Requirements The teaching language at Alexander College is English or Greek depending on respective courses. A non-native English-speaking candidate would be requested to provide evidence of English language knowledge at B2 Level of the Common European Framework of Reference for Languages (CEFR) of any examination approved by the Council of Ministers of the Republic of Cyprus . In the case of Cypriot candidates the Lyceum Apolyterion is considered a satisfactory qualification only in the case where the grade in English language is at least 16 out of 20.	
Fragmented documentation: Consolidate all admission, progression, recognition and certification policies into one publicly accessible source	We highly value the recommendation of the EEC. Alexander College undertook Institutional Evaluation recently and the EEC report assessed policies in this field as compliant. Before the start of the new academic period, Alexander College will consolidate different sources of information in one publicly accessible source	Compliance

5. Learning resources and student support (ESG 1.6)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Insufficient specialist equipment (printing, model-making): Invest in large-format printers, model-making tools, and expanded workshop facilities.	The programme team acknowledges the recommendation regarding the enhancement of specialist equipment, specifically in relation to large-format printing, model-making tools, and workshop facilities. 1. Existing Specialist Equipment Provision The College has already undertaken targeted investment in professional-grade production equipment, including (see ANNEX 8-Equipment): • Canon PRO-6600 large-format printer, supporting high-resolution professional output for portfolios, exhibition work, and visual communication • Professional photography and hybrid production systems (Sony A7 V, lighting infrastructure), supporting documentation, visual research, and dissemination • On-site 3D printing facilities, enabling prototyping and material experimentation • VR and immersive technology (Oculus Quest 3), supporting spatial and XR-based design workflows These resources support modules such as: • Experimental Making and Materials (MDESE101) • Extended Reality Design Technologies (MDES200) • Brand Identity and Visual Systems (MDESE102) • Cultural Narratives in Design (MDESE103) • Capstone Project (MDES300) 2. Digital Infrastructure and Dedicated Workspaces Digital Design Laboratories The programme is supported by two dedicated computer laboratories, equipped with: • 24 high-performance workstations (with 6 additional units planned) • AMD Ryzen 7 / Intel i7 processors • 32GB RAM • RTX-series and dedicated GPU systems • NVMe storage • colour-calibrated monitors (14 additional units planned) These laboratories support advanced workflows in: • AI-assisted design (MDES120) • XR and immersive environments (MDES200) • motion graphics and interactive media (MDESE201) • computational and digital design practices Model-Making and Prototyping Workspace (B32, please see ANNEX 5 EXHIBITION HALL AND NEW MODEIMAKING SPACE) In addition, the programme includes a dedicated model-making and prototyping workspace (Room B32), which supports: • physical model construction • material experimentation • small-scale fabrication and prototyping	Compliance

	• integration of digital-to-physical workflows 3. Extended Model-Making and Fabrication Capacity The programme is further strengthened through a combined internal and external infrastructure model. Through the established partnership with the Youth Makerspace, students have access to: • laser cutting facilities • advanced 3D printing (filament and resin) • 3D scanning technologies • prototyping and fabrication tools • VR and interactive systems This is evidenced through student work developed in collaboration with the Makerspace (e.g. https://alexander.ac.cy/chair-design-with-laser-cut-detailing/), demonstrating effective integration of fabrication processes within the curriculum. This model ensures access to a broader and more advanced range of tools than typically available within a single institutional workshop. 4. Alignment with Programme Pedagogy The provision of equipment and facilities is fully aligned with the programme's: • research-led and practice-based approach • emphasis on experimentation and prototyping • integration of digital and physical design processes Students are supported in combining: • digital production workflows • physical model-making and fabrication • critical reflection on material and spatial outcomes This is particularly evident in Capstone-level work, where professional and industry-aligned outputs are required. 5. Planned Enhancements (partly Phased Strategy) To further strengthen specialist provision, the College has implemented a partly phased enhancement strategy: Digital Infrastructure Expansion (0–6 months) • additional high-performance workstations (total expansion beyond 24 units) • additional colour-calibrated monitors XR and Emerging Technologies • expansion of VR infrastructure to support immersive design modules Fabrication and Model-Making (6–12 months) • expansion of 3D printing (currently one) and prototyping capacity • increased structured access to fabrication tools Dedicated Postgraduate Facilities (New Building) A new three-floor building, currently under development and expected to be fully licensed and operational by September–October 2026, will significantly enhance provision, including: • dedicated MDes studios • expanded workshop and prototyping environments • improved model-making and fabrication facilities • exhibition and presentation spaces for postgraduate work 6. Conclusion The programme currently provides: • large-format printing infrastructure • high-performance digital laboratories	
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	- more dedicated model-making workspace (B32) (to add to existing Ruby Creative Lab-up to 24 students; Photo Studio; Yello Lab-106 AND Orange Lab-108 with 26 stations, four (4) Studios with total capacity 70 students-rooms 107, 206, 207, 209. - access to advanced external fabrication facilities These are further strengthened through: - strategic partnerships (Youth Makerspace, CYENS) - targeted equipment investment - planned infrastructure expansion This integrated, scalable, and forward-looking model ensures that MDES students will be supported in both digital and physical design practice at postgraduate level, fully addressing the recommendation while supporting continuous enhancement and long-term sustainability.	
Limited physical library space and outdated book collection: Expand the physical collection with current design research and practitioner portfolios; create dedicated quiet study areas.	Alexander College maintains a dedicated physical library space supporting the MDes programme, with a collection of approximately 6,000 texts, complemented by extensive online resources through the Cyprus Libraries Consortium (CLC) and Canterbury Christ Church University. It is noted that Alexander College is the only College member within the CLC network, which predominantly consists of Universities in Cyprus, providing access to a wide range of peer-reviewed journals, academic databases, and e-books across design, technology, and interdisciplinary fields. The adequacy of library resources and study provision was recently confirmed through the CYQAA Institutional Evaluation (12–13 January 2026), where the College was assessed as compliant with the relevant standards.² In response to the EEC recommendation regarding reading lists, a systematic review and update of module bibliographies has been undertaken (see ANNEX 4 MODULE BIBLIOGRAPHY). Reading lists have been refined to prioritise contemporary scholarship (primarily 2018–2025), while retaining only key foundational texts where pedagogically appropriate. These updates are directly supported by the College’s access to CLC and partner university resources, ensuring that students engage with current research in areas such as AI in design, XR technologies, sustainability, design strategy, and interdisciplinary practice. The expansion of the physical and digital collection is ongoing, with the addition of discipline-specific and up-to-date texts aligned with module content, Programme Learning Outcomes, and EQF Level 7 expectations (see Annexes 2 and 10 NEW TEXT ORDERS). In addition, the College provides dedicated quiet study spaces, including two designated study rooms located adjacent to the library, supporting	Compliance

² “Students have access to a well-equipped library with physical and electronic resources, as well as access to Cyprus Libraries Consortium and Canterbury Christ Church online resources and repositories, study spaces, and research support.” “The library at Alexander College in Larnaca is comprehensively equipped to support academic research and learning. Scholarly and research resources relevant to the various programs of study and research areas are accessible through online platforms and electronic formats. In addition to a wide range of academic literature, the library provides extensive access to peer reviewed e-journals and specialized databases, ensuring that students and faculty can engage with current research across disciplines. Qualified library staff is available to offer guidance and assistance with research- and study-related inquiries. Where necessary, a VPN connection can be arranged to facilitate secure remote access to all electronic resources.”

	independent learning, research activity, and postgraduate study practices (see Annex 11: Study Rooms). Together, the integration of updated bibliographies, expanded library resources, and access to extensive digital databases ensures that students are supported in engaging with current academic discourse and developing research-informed design practice.	
Space pressures due to shared use with BDes students: Introduce timetable zoning and resource-booking systems; consider planning for off-site partnerships for specialist facilities. Building constraints limiting future expansion: Conduct feasibility study for additional on-site workspace, satellite facilities or external workshop partnerships.	The Programme team and the College management acknowledges the recommendations of the External Evaluation Committee regarding space utilisation and future expansion. It is important to emphasise that these observations are considered within a context where the College demonstrates long-standing capacity, established infrastructure, and a structured model of shared undergraduate and postgraduate provision. 1. Space Pressures Due to Shared Use with BDes Students The MDes programme is embedded within a well-established design education environment, supported by over 35 years of experience in delivering design programmes, including the Bachelor of Design. This integrated model is not a limitation but a strength, demonstrating sustained capacity building, resource development, and academic continuity. The College has a current official capacity of over 1000 students (currently approximately 700 enrolled), supported by: - dedicated design laboratories (Yellow Lab – 106; Orange Lab – 108, with 26 stations each) - specialised creative spaces, including the Ruby Creative Lab (up to 24 students) - a professional Photography Studio (now enhanced as per the recommendations of the panel) - a new model-making and prototyping workspace (B32) - four studio-based teaching rooms (Rooms 107, 206, 207, 209) with a combined capacity of approximately 70 students - over 20 theory classrooms (minimum capacity of 20 students each) Timetabling and Zoning Strategy The College already operates a structured timetable model that differentiates undergraduate and postgraduate delivery: - BDes modules are primarily scheduled in the morning - MDes modules are delivered in the afternoon and evening This approach effectively creates temporal zoning, ensuring: - reduced competition for space and equipment - dedicated access to specialised facilities for postgraduate students - appropriate learning environments aligned with Level 7 expectations Resource Access and Booking In addition, - specialist facilities (labs, studio spaces, B32 workspace, photography studio) are scheduled and managed through structured timetabling and supervised access - external facilities (Youth Makerspace, CYENS) operate through coordinated booking and scheduled use This ensures that students have reliable and equitable access to required resources. 2. Building Constraints and Future Expansion	Compliance

	The College recognises the importance of forward planning to support programme growth. In this context, a structured expansion strategy is already in place. New Building Development A new three-floor building is currently under development and is expected to be fully licensed and operational by September–October 2026 with expected capacity for approximately 600 students (Annexes 12&13). This will significantly expand the College’s capacity and includes: • dedicated postgraduate (MDes) studio spaces • expanded workshop and prototyping environments • enhanced model-making and fabrication facilities • additional teaching and collaborative spaces This development addresses long-term spatial capacity and provides a clear trajectory for programme growth. External Partnerships and Satellite Capacity In parallel, the College has already established effective external partnerships that function as extended specialist facilities, including: • Youth Makerspace (laser cutting, advanced fabrication, 3D scanning, prototyping) • CYENS Centre of Excellence (XR, AI, immersive technologies) These partnerships: • extend access to specialised infrastructure beyond on-site provision • support interdisciplinary and research-led practice • reduce reliance on single-site facilities 3. Institutional Model and Capacity Evidence The integrated delivery of undergraduate and postgraduate programmes is a well-established model within the College and across other academic sectors, including: • Law (LLB and LLM programmes) • Business (BSc and MBA programmes) This demonstrates that: • shared infrastructure can effectively support multiple levels of study • postgraduate delivery is enhanced, not constrained, by this model • resource allocation is managed systematically across programmes 4. We believe that it is now more clear that the College provides: • extensive existing infrastructure across studios, labs, and specialist spaces • structured timetabling that effectively separates undergraduate and postgraduate use • dedicated practice-led environments (e.g. B32, labs, studios) • access to advanced external facilities • a confirmed expansion through the new building (2026) Together, these elements demonstrate that space utilisation is effectively managed and that a clear and feasible expansion strategy is already in place. These measures meaningfully address the recommendations of the External Evaluation Committee, while reinforcing the Programme’s sustainability, scalability, and alignment with postgraduate-level requirements.	
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Lack of formal Student Voice mechanisms: Establish a Student-Staff Liaison Committee meeting at least once per semester	A formally elected Programme Student Council will be established to ensure systematic and representative student involvement (https://alexander.ac.cy/student-voice-policy-programme-based/). The structure includes: • A 1.5-year mandate, ensuring continuity and effective participation across academic cycles • Representation across key institutional and academic bodies, including: ◦ Programme Committee ◦ Internal Quality Assurance Committee ◦ Learning Resources Committee • Active participation in programme review processes, including formal input into decision-making and feedback mechanisms • Scheduled meetings at least once per semester, aligned with programme monitoring cycles • A formal reporting structure, whereby student feedback is documented and communicated directly to the Programme Coordinating Team and relevant committees This structure ensures that student participation is no longer informal, but embedded, systematic, and directly linked to programme governance and quality assurance processes. The Student Voice framework is further supported by the College's published policies, ensuring transparency and accountability: • Student Voice Policy: https://alexander.ac.cy/student-voice-policy-programme-based/ • Quality Assurance System (Roles and Responsibilities):	Compliance
Unclear long-term adequacy of staffing as numbers grow: Implement annual workload reviews and contingency hiring plan	Long-Term Staffing Adequacy and Workload Balance The programme team acknowledges the constructive recommendations of the External Evaluation Committee. The following actions are presented as targeted enhancements, supported by quantitative workload analysis, institutional policy, and structural improvements, to further strengthen the postgraduate identity and long-term sustainability of the MDes programme. 1. Long-Term Adequacy of Staffing As previously clarified, the Design Sector operates an integrated academic model combining: • a strong full-time BDes teaching base • research-active academic staff delivering postgraduate modules Core MDes modules are already delivered by doctoral-level staff: • MDES100 → Dr. Lea. Savvides (PhD) • MDES110 → Dr. Halim Choueiry (PhD) • MDES120 → Dr. Anth. Chabarekh (PhD) • MDES200 → Dr. Klea. Neokleous (PhD) • MDES220 → Dr. Alan Meades (PhD) This ensures research-led delivery aligned with postgraduate standards. A formal allocation principle is implemented: Research-active and doctoral-level staff delivering core MDes modules are limited, where applicable, to a maximum of 1–2 undergraduate (BDes) modules. In addition, a new Lecturer / Assistant Professor in Design position has already been advertised, forming part of a phased staffing strategy (https://ergodotisi.com/en-CY/jobs/lecturer-or-assistant-professor-in-design-94764147). 2. Workload Balance (Quantitative Evidence) A detailed workload analysis has been conducted based on:	Compliance

	- BDes modules = 5 teaching hours/week - MDes modules = 3 teaching hours/week - Semester-based allocation (not cumulative) Actual Teaching Loads (Per Semester) BDes Staff 2 modules → 10 hours/week 3 modules → 15 hours/week Range: 10–15 hours/week MDes Staff 1–2 MDes modules → 3–6 hours/week max. 1 BDes module → +5 hours Range: 3–11 hours/week Examples Dr. Anth. Chabarekh - MDes: 2 modules → 6 hours - BDes: 1 module → 5 hours → Total = 11 hours/week Dr. Lea. Savvides - MDes: 1 module → 3 hours - BDes: 0–1 module → 0–5 hours → Total = 3–8 hours/week 3. Impact of Recent Restructuring The appointment of three additional lecturers in the BDes (BDES in Photography pathway) has enabled redistribution of teaching loads: Before: 3–4 modules → 15–20 hours/week After: 2 modules → 10 hours/week Reduction: 5–10 hours/week - approximately 30–50% reduction in high-load areas Final Workload Distribution <table><tr><th>Staff Category</th><th>Teaching Load</th></tr><tr><td>BDes staff</td><td>10–15 hours/week</td></tr><tr><td>MDes staff (mixed)</td><td>8–11 hours/week</td></tr><tr><td>Research-focused MDes staff</td><td>3–8 hours/week</td></tr></table>	Staff Category	Teaching Load	BDes staff	10–15 hours/week	MDes staff (mixed)	8–11 hours/week	Research-focused MDes staff	3–8 hours/week	
Staff Category	Teaching Load									
BDes staff	10–15 hours/week									
MDes staff (mixed)	8–11 hours/week									
Research-focused MDes staff	3–8 hours/week									
Need for strengthened research-led engagement: Introduce a structured MDes lecture series, visiting-practitioner	Strengthening Research-Led Engagement The programme already embeds research-led teaching across modules and Capstone work. Existing Research-Led Integration Research engagement is embedded through:	Compliance								

programme, and student research forums.	• MDES100 (Research Methodologies) • MDES120 (AI and Design Futures) • MDES200 (XR Technologies) • MDES220 (Capstone Seminar) • MDES300 (Capstone Project – research-through-design) Structured Enhancements To further strengthen research culture, the following are to be implemented: MDes Lecture Series - Regular invited academic and industry speakers - Integrated into module delivery Visiting Practitioner Programme • Industry experts contributing to: • workshops • critiques • project briefs Student Research Forums. Alexander College has established a strong and sustained tradition of student engagement in research through the Alexander Student Research Committee and the Alexander Research Center. This culture of research-led practice has been recognised externally and provides a solid foundation for postgraduate-level research development within the MDes programme. A notable example is the award-winning research project: “The Relationship of Cypriot Youth with Social Media and the Internet (CYYOUTH-SNS-ACT)”, which received the Gold Award at the Cyprus Education Leaders Awards 2021 in the Research category. This distinction reflects the high level of research competence demonstrated by both academic staff and students, as well as the College’s capacity to support applied, socially relevant research (https://alexander.ac.cy/chryso-vraveio-gia-to-alexander-college-sta-vraveia-cyprus-education-leaders-awards-2021-educationleadersawardscy/). External Research Ecosystem Research engagement is further enhanced through: • CYENS Centre of Excellence (XR, AI, digital research) • Youth Makerspace (innovation and prototyping environments) These extend student engagement into active research and innovation ecosystems. Further Evidence of Research-Led Engagement and International Academic Integration Alexander College actively supports research-informed teaching and engagement with contemporary design practice through high-level academic and industry initiatives, including hosting the Graphic Stories International Conference on Visual Communication (https://graphicstoriescyprus.com/). This recognised European conference, now in its 12th edition (May 2026), brings together international designers, researchers, and industry professionals through a programme of lectures, exhibitions, and workshops. The conference addressed key contemporary themes such as design theory, typography, artificial intelligence, visual culture, and professional practice. The event holds the EFFE Label 2026–2027 (Europe for Festivals, Festivals for Europe) and is affiliated with the World Industrial Design Association (WIDA), confirming its international recognition and quality.	
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		Choose level of compliance:

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Revise module descriptions to ensure that contact hours, delivery methods, and independent study expectations are correctly aligned with the modules' ECTS and appropriate for Master's level.	We would like to thank the External Evaluation Committee and the CYQAA representative for the process and the feedback. We appreciate and have responded to all recommendations. For this we have provided extensive evidence of actions and adaptations. The Programme team acknowledged the recommendation regarding the alignment of module descriptions with contact hours, delivery methods, and independent study expectations (for which we have provided an elaborated response fully accepting the recommendation). A comprehensive internal audit of all module descriptors has been conducted (see Annex 1: Workload Audit and Revised Module Descriptors). This review identified instances of elevated contact hours and has resulted in a revised, standardised postgraduate workload model. All modules have been updated to reflect: - clearly defined contact hours (typically 45 hours for 7.5 ECTS modules, with justified variation up to 60 hours where required) - structured and supervised independent learning accounting for at least 70% of total workload - clarification of delivery methods, including workshops, seminars, tutorials, and milestone-based feedback These revisions ensure full alignment between module descriptors, ECTS allocations, and Level 7 expectations, while preserving the programme's studio-based and research-led pedagogical approach. The updated module descriptions provide improved transparency, consistency, and academic coherence, fully addressing this recommendation	Compliance
Define clear and explicit requirements for prior working experience as part of the admission criteria, including minimum type and duration, and make this information publicly accessible.	https://alexander.ac.cy/student-admission-process/ Applicants for Postgraduate Studies must meet the following criteria: - Holder of a recognised Bachelor's degree in a relevant field of studies or a recognised equivalent from a professional body. Certified copy of degree, transcripts or a letter of award is to be submitted. A minimum of one to three years of professional experience in administrative positions is preferable. Two reference letters either from employers or from one academic and one professional (employer) must be submitted. - We also consider applications from individuals with considerable managerial experience but no first degree (5 years of managerial experience). Evidence of alternative professional development and achievement must be submitted with the application. - A portfolio of work where stated in the Programme Description - Evidence of proficiency in the English Language (B2 CEFR or otherwise stated).	Compliance

	6. The applicant must include a Personal Statement (of maximum 1000 words) responding in a clear and detailed manner to a set of questions: • Why have you decided to undertake a Masters Degree at this point in your career? (150 words maximum). • Why have you chosen to study a Masters Degree at Alexander College? (150 words maximum). • What knowledge, personal qualities and skills would you bring to this course? (150 words maximum). • What do you intend to do after you have completed this course? (150 words maximum). • Please describe your past experience within organisations, including paid work, voluntary work, family business, entrepreneur projects, etc. In particular, please focus on projects where you have collaborated with other people or institutions or organisations (300 words maximum). 6. The applicant must also include an academic CV (Curriculum Vitae) showing the Admission committee skills and qualifications	
Develop and make public recognition procedures of prior learning (RPL) covering formal and informal routes in alignment with LRC principles.	Policy and Procedure are now transparently published https://alexander.ac.cy/our-policies/#prior-learning	Compliance



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Javier Martín Fuentes	
Annamari Vänskä	
Domen Fras	
Gil Pasternak	
Katerina Kaisidou	

Date: 7.9.2026

