

Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: University of Nicosia

**Program of Study: MSc Sustainable Architecture and
Integrative Technologies – Distance Learning**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
	Professor	University College London, UK
	Associate Professor	University of Bath, UK
	Associate Professor	Welsh School of Architecture, Cardiff University, UK
	Associate Professor	University of Cyprus On Behalf of Professional Architects Association ETEK
	Lecturer	Athens University of Applied Sciences, Greece Distance Learning Expert
	Ms	University of Cyprus Student representative

INTRODUCTION:

I. The External Evaluation procedure

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

II. The Internal Evaluation procedure

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

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

An enormous amount of effort has been put in the organization and set up of this MSc and its student centred character shows staff commitment, dedication and competence in and endeavor which can become a successful MSc course.

However, the programme as a whole needs a clear identity so it can be advertised and properly marketed to attract the right number of students. In order to strength the programme's character we recommend the following:

- Invest in promoting the design quality currently existing in the school
- Add sustainability and integrated systems to this existing design quality to promote the development of innovative design solutions which are technically viable and environmentally friendly, in line with current EU and UN ambitions.
- Explore the geographic location of the school and its knowledge of regional architecture to create a unique MSc course which can be seen as a reference in the South Mediterranean area.

The programme unique characteristics can then be reinforced by making clearer that as a final piece of work, students should present a single research project, either delivered as a thesis or design portfolio, which is underpinned by robust aims, objectives, review of the state of the art and methodology/methods.

Once a clear programme vision is in place, objectives and learning outcomes can be made more concise and clearer. The coordinator and module leaders will then be in a better position to assess the sequence of content in each module to cater for different students' backgrounds, avoid duplication and excessive overlap. This can help in streamlining assessment, reducing staff and student workload.

All these considered, we recommend the University to support a market research study to investigate how the course can be better positioned and advertised as well as potentially extra time to prepare its launch so the programme can be inserted into a wider departmental strategy to support staff to be research active to keep the program up to date and competitive.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

The program of study refers to sustainable architecture and integrative technologies. The objectives and aims of the program are to be achieved through its structure, contents and the concluding research project. At its present form, in the first two semesters, the program has a clear structure of individual courses in related fields, followed by courses on research methods and special topics and the final design project or research driven Thesis in the final semester. In achieving a better coherence towards an overall vision for the program, the purpose, objectives and learning outcomes of the program need to be further clarified and defined based on the expected competencies and activities of the graduates that would be relevant in the field. This would then inform the constitution and optimization of the modules in terms of learning outcomes and objectives. At equal level, the program needs to build upon the strength of the faculty members and activities in achieving a clear identity and the required level of scientific and creative achievements in research. Along these lines, the program contents could be interrelated from an early stage through the research methods course and the research advising by a larger part of the faculty. In addition, we recommend that the Department considers the title of the course carefully. In its current form, the degree awarded seems to match the content of an MEng in Sustainable Architecture. In order to keep the MSc title, we suggest that it should be required that each student completes a research project at postgraduate level, presented either in a thesis or portfolio format. In both cases the research project should provide evidence of methodological rigour and scientific and creative achievement as well as an awareness of context of theories and practices in the chosen area of study.

The Distance Learning guide document is referred to as the main avenue for monitoring and delivering quality control.

The management of the program of study is centrally administered by the University and the facilities offered are considered adequate for its successful operation. Further improvements are necessary with regard to advising and informing the students, on their course assignments deliverables and grading.

Sustainable architecture and integrative technologies is an internationally significant program of study and it is clear from the evidence provided that this type of program is lacking in the region as well. However, if the focus is to attract international students, then it will be increasingly important to ensure that the program under review also offers distinct and unique elements, when compared to other similar programs being offered in Europe, USA and beyond. It is apparent that the ambition is to achieve this through the integrative technologies aspects. But to do this effectively, a coherence of the program as such, an interrelation of the individual courses and the detail of the courses in terms of content and learning outcomes need to be refined to make this goal clearer.

The connection of the program with the labor market and the society needs to be revisited, in order to better understand the nature of the demand for expertise of this nature and the specificity of the skills and competencies needed. The opportunity to engage internationally in this field should also be explored. This will increase the visibility of the program, and make it more attractive to international students in terms of job opportunities and employability. This is also often the main distinction between a program that is of national significance and one of international reputation and standing.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

Regarding the connection between research and teaching please see Sections 1, 2 and 3, as well as our concluding section.

It is important that staff are supported to produce research at an international level.

Student's research projects should be supervised by supervisors with appropriate expertise, and the program should take advantage of a greater pool of supervisors to address this.

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

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

The Administrative Mechanisms in the department of Architecture as well as the overall administrative mechanisms are satisfactory. The commitment and the cohesion of the members is very helpful and reinforces the program.

The Student Welfare is well organized with a clear policy and has the ability to help and support distance learning students. The student welfare service addresses academic and personal problems and can provide the needed support to the

students, though certain strategies for unexpected student problems and difficulties must be orchestrated.

The distance learning program aspect adds an additional weight when it comes to various difficult situations amongst the teachers and the students, so great communication is vital and it can fill in the distance gap. In addition, a continuous dialogue amongst local teaching staff and the teaching staff who live abroad can be devised.

Furthermore students should be given a proper instruction for the educational infrastructure otherwise the program cannot function well. This process must be organized in the beginning of each semester depending on the needed material.

In general the online library and the teaching material are adequate and fully accessible to students. It needs to be insured that the online material will be up to date at all times. A wider variety of research topics should be included to support a variety of advanced research subjects.

The financial resources have not been specified or presented.

5. DISTANCE LEARNING PROGRAMS

The university has established a systematic process for the evaluation of faculty members by the students and for the provision of the respective feedback to them so as to enforce continuous appraisal and improvement. It is, also, positive that prospective staff are required to possess a certain level of IT skills so as to be able to respond to the specific demands of this delivery mode and each program separately. In addition, there are established procedures for appropriate training, guidance and support provided to teaching staff, to enable them to efficiently support the educational process.

Student performance monitoring is well-structured and, probably, this is reflected in the very low dropout rate. Student mentoring by the teaching staff is provided to them in a well-structured way. The unimpeded communication between the teaching staff and the students is ensured by many alternative ways.

Assessment consistency, its equal application to all students, and the compliance with predefined procedures, are ensured in a well-structured way.

The teaching materials partially comply with the requirements provided by the distance education methodology and are updated regularly.

The program of study has the appropriate and adequate infrastructure for the support of learning. The supporting infrastructures are easily accessible. Students are informed and trained regarding the available educational infrastructure. The procedures for systematic control and improvement of the supportive services are regular and effective.

Infrastructure for distance education is in line with the one found in the European Union and internationally. The electronic library services are provided according to

international practice in order to support the needs of both the students and the teaching staff. The students and the teaching staff have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.

On the other hand, the following are proposed to be included in a Quality Manual (please, see first Final Remark - Suggestion):

- The process for the evaluation of faculty members by the students and for the provision of the respective feedback to them.
- The procedures for appropriate training, guidance and support provided to teaching staff, to enable them to efficiently support the educational process.
- The student performance monitoring and mentoring processes.
- The procedure aiming at establishing and maintaining assessment consistency, its equal application to all students, and the compliance with predefined procedures.
- The procedures for systematic control and improvement of the supportive services.

Moreover, special attention is expected to be given to the teaching materials (books, manuals, scientific journals, databases) so as to more fully comply with the requirements set by the distance education methodology. A list of more detailed suggestions is included in the respective section of the External Evaluation of a Program of Study Document (Number: 300.1).

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

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

The present situation of the program

The proposed program has a good teaching context and geographical base: an architecture school, particularly focused on design concepts and practices, located in an excellent building facility in Nicosia.

The proposed program focused on Sustainable Architecture has the opportunity to add something exciting to the Department, strengthening its identity, the work produced, achievements and reach. It is a necessary component of the future development of the Department, and one that can add academic diversity and specialization. It can introduce scientific research practices and technology knowledge to the existing content of the department.

Good practices

We would like to commend:

1. The cohesion and dedication of the staff community in their teaching practices.
2. The presence of the architecture school as a building that has the possibility to be advertised and used as an exceptional national and international forum that can support academic, industry and community exchanges on sustainable architecture.
3. The existing design profile of the Department, although this is not fully and successfully integrated in the proposed program yet.
4. The focus on sustainable architecture and its intention to develop a holistic approach to the subject (technological, social and site-specific).

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

5. The aim of the program team to integrate many different disciplines and expertise, acknowledging that sustainable practice needs to develop closely through cross-disciplinary collaboration.

Suggestions

We recommend that the program team considers the following suggestions:

1. To develop, refine and clearly articulate a progressive vision for sustainable architecture, making the program more timely, competitive and relatively unique in the international educational field of sustainable architecture. To consider the Department's location and design focus, and how these can add an authentic component to the purpose and activities of the program.
2. To improve the exact academic content of the program in relation to the MSc award, and justify why this is not appropriate for an MEng award. The MSc title would require the delivery of strong research-based projects / theses supervised by research active staff at PhD level or equivalent.
3. To create vertical research-based threads and connections of teaching and learning in the three semesters.
4. To reduce staff's volume of workload, ensuring that enough research and staff development time is allocated for all program staff, including early and mid-career researchers.

oc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia

Program of Study: MSc Sustainable Architecture and Integrative

Technologies – Distance Learning

Duration of the Program of Study: 18 months

Evaluation Date: 29 March 2018

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in

Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

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

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

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

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

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
	Professor	University College London, UK
	Associate Professor	University of Bath, UK
	Associate Professor	Welsh School of Architecture, Cardiff University, UK

	Associate Professor	University of Cyprus On Behalf of Professional Architects Association ETEK
	Lecturer	Athens University of Applied Sciences, Greece Distance Learning Expert
	Ms	University of Cyprus Student representative

Date and Time of the On-Site Visit: 28 March (8.30am-6.00pm) and 29 March (9am-6pm)

Duration of the On-Site Visit: 28 March (8.30am-6.00pm) and 29 March (9am-6pm)

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

	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare				X	
	1.1.4.5	academic mentoring			X		
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.					X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.			X			
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.		X				

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

Justification of responses are clarified as follows:

1.1.3.1 – Unable to comment

1.1.3.2- This applies if the program curricula disclosed to the students is the same as the documentation provided – see comments in section 1.2.4

1.1.3.3 – The content of webpages for 2 of the modules were presented and the webpages were clear in terms of the weekly readings, tasks and assignments. This is not reflected in the written documentation and needs updating.

1.1.3.5 – The assessments need more refinement in terms of content. More consistency is needed in terms of format, workload and mode of submission. For instance: reflecting on reading and undertaking structural analysis demand different levels of engagement but are granted similar grade weights across modules. This needs to be standardized. More clarity about when submissions are due, what they

are, how they should be submitted and how they are going to be assessed should be in a simple table in the written paperwork (not just on Moodle). Assessment criteria needs to better reflect post-graduate level – e.g. memorizing and listing are not considered MSc level knowledge.

Assessment for all modules should be mapped in parallel on a weekly basis per semester to avoid clashes of submission deadlines, student stress and duplication.

1.1.4.5 – Simple and clear guidelines about student mentoring process will be useful. The student-to-student mentoring observed in the undergraduate course could be implemented here as well.

1.1.9 – It would be beneficial if a clear specification was provided for managing poor performance or dealing with extenuating circumstances.

1.1.10 – The mentoring process can be more explicit and carefully thought-through and implemented alongside staff workload management.

1.1.12 No information was provided for this. This would be beneficial if provided in the student's guideline document. See comments about 'quality manual' in final remarks.

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

Justify the answer you have provided and note the additional comments you may

have on each standard / indicator.

Justification of responses are clarified as follows:

1.2.4 – Learning outcomes need to be better synthesized and reduced for some units. They also need to be more concise, clearer in the use of terminology and better aligned with the assessments.

As previous stated: The assessments need more refinement in terms of content. More consistency is needed in terms of format, workload and mode of submission. For instance: reflecting on reading and undertaking structural analysis demand different levels of engagement but are granted similar grade weights across modules. This needs to be standardized. More clarity about when submissions are due, what they are, how they should be submitted and how they are going to be assessed should be in a simple table in the written paperwork (not just on Moodle). Assessment criteria needs to better reflect post-graduate level – e.g. memorizing and listing are not considered MSc level knowledge.

Assessment for all modules should be mapped in parallel on a weekly basis per semester to avoid clashes of submission deadlines, student stress and duplication.

1.2.7 – Bringing references up to date in the reading lists and core text for each module would be beneficial. Weekly reading can be better gauged in terms of workload. It would also be useful if weekly readings are mapped across modules to avoid duplication.

A clear definition of simulation / computer software students are going to be using throughout the course as well as the hardware requirements for these would be beneficial for incoming students. This should be explicit in the program handbook.

All the other points are significantly addressed and focused on a student centered approach. However, these are subject to the management of staff workload.

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

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

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

Justification of responses are clarified as follows:

It would be beneficial if the teaching team for the program better incorporates design staff who could actively contribute to both the individual courses and the final research project.

In this frame, and as the program grows, the internal inclusion or recruitment of design practitioners and/or researchers, including possibly a Visiting Professor, with a strong track record of achievements in sustainable design practice is recommended.

1.3.2.1 - the subject specialisations of the teaching personnel could better take into consideration both academic and practice-based achievements. Therefore, teaching personnel should be encouraged to have or work towards a doctorate degree in a

relevant discipline or recognition of equivalent evidence of professional achievements in practice.

1.3.6 – At present, there are seven PhD holders and 3 PhD candidates out of 14 members of staff, including the external staff working remotely. This ratio appears slightly lower than the expectation of at least 70%. We strongly recommend that DI.PA.E reconsider this imposed 70% ratio by taking into consideration the previous point about equivalent recognition of professional achievement in practice.

The university would benefit from giving staff for research time to enable the production of publications and professional design work at an international level. The teaching load is high and effective mechanisms could be holistically implemented to reduce the workload.

The dedication of the existing team and the support provided to students (sometimes disadvantaging their own research work) is commended. Research and project-led teaching would better encourage publication and project production record, especially in early and mid-career staff.

In addressing this imbalance between teaching time and research time (by also allocating sabbaticals), the University would strengthen staff outputs and publications and by extension enhance the identity of the program and attract greater number and higher quality of students.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

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

Justification of responses are clarified as follows:

It is perceived that the development strategy of the University to primarily support the creation of critical mass of students in the postgraduate programs, and especially in the DL postgraduate programs. The Department of Architecture is in the process of developing parallel strategies at postgraduate level, in order to strengthen its identity and viability. Care to consider the purpose and content of this new DL program would however be beneficial, so that it contributes to and advances the architectural field as well as the education at postgraduate level.

The proposed program fits the overall University mission but could better build upon the specific culture of the department in the design area. It is yet unclear how the program will integrate conceptual design and design research teaching practices. The program currently does not explore the opportunity to do that by focusing on design-driven research nor does it prioritise the program as a science-based postgraduate degree. We recommend that the Department rethinks the exact description of the program and the balance between design

and science objectives and methods.

In its present form, the proposed program intends to complement the teaching and research in the Department by adding a technology and science based stream. However, in its current description, we do not have evidence of its specific enough identity. There are three factors the program could consider in order to specify its purpose: a) its existing strengths at department level (design); b) its desire to bring in a new specialisation, related to building science and technology in the area of sustainability; and c) its strategic location in the Southern Mediterranean area.

We recommend that the Department considers the title of the course carefully. In its current form, the degree awarded seems to match the content of a MEng in Sustainable Architecture. In order to keep the MSc title, we suggest that it should be required that each student completes a research project at postgraduate level, presented either in a thesis or portfolio format. In both cases the research project should provide evidence of methodological rigour and scientific and creative achievement as well as an awareness of context of theories and practices in the chosen area of study.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			X		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.		X			
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		X			
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			X		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	

2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			X		

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

Justification of responses are clarified as follows:

2.2.1 – Where appropriate, learning outcomes should be reduced in number and made more concise. The program coordinator should map weekly content and assessment of all modules and reconcile overlaps (avoid duplicity) in terms of delivery and assessment.

The sequence of content in each module could be carefully crafted to explore integration and background / complementary knowledge (i.e. teaching of heat transfer in one module prior to teaching simulation in another module).

Since the course is targeting different undergraduate backgrounds, course content could better leverage students basic knowledge within relevant modules (e.g. designers may not know enough about building physics and therefore might be disadvantaged if they are required to apply knowledge they do not have through simulations). This is particularly evident in what appears to be a significant jump between what is taught in Semester 1 and Semester 2 where students are expected to apply fundamentals they might not have (e.g. they see strategies for sustainable design in semester 1 but not building physics. However, they are expected to be running simulations in semester 2).

The university-imposed standardized assessment weighting approach of 40% / 60% is problematic for certain modules – e.g. final research project. It is recommended that some flexibility in assessment structure should be considered for these modules.

2.2.2 – If the module leader, together with the course coordinator, carefully check that the student work and assessments does not exceed maximum workload allocated to each credit.

2.2.3 – Justification for this is provided in 2.2.1.

In addition to these, it is strongly recommended that the research methods module should be compulsory to all students and bought up to the first year of study so that the students are well prepared to undertake the research projects in year 2.

2.2.4 – The content and learning outcomes should address comments provided in 2.2.1.

Since the award is proposed at an MSc level, it is recommended that the third semester focuses on a single research project, either delivered as a thesis or design portfolio, which is underpinned by robust aims, objectives, review of the state of the art and methodology/methods.

2.2.6 – Justification for this is provided in 1.2.4.

2.2.8 - Although the program is up to date with environmental issues, it should consider the introduction of a Building Information Modelling (BIM) module which is an essential package to deal with the integration of design and the technical aspects of building construction.

2.2.9 – This is implied in the program but not made explicit in the documentation.

2.3	Quality Assurance of the Program of Study		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.				X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
	2.3.2.1	the members of the academic personnel			X		
	2.3.2.2	the members of the administrative personnel			X		
	2.3.2.3	the students.			X		
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.				X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.				X		

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

Justification of responses are clarified as follows:

2.3.1, 2.3.3 – Whilst arrangements and regulations for quality assurance are in place, they are better assembled into a guide and inform the framework of the proposed Quality Manual (see first Final Remark - Suggestion).

2.3.2 – It is recommended that all interested and relevant parties participate in the processes of the system of quality assurance of the program.

2.3.4 – It is recommended that the quality assurance process constitutes an academic process in which there was no evidence of restriction by non-academic factors.

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

2.4.5	Information relating to the program of study are posted publicly and include:	N/A				
2.4.5.1	The provisions regarding module credits					
2.4.5.2	The expected learning outcomes					
2.4.5.3	The methodology					
2.4.5.4	Course descriptions					
2.4.5.5	The program's structure					
2.4.5.6	The admission requirements					
2.4.5.7	The format and the procedures for student assessment					
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.	N/A				
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X	
2.4.8	The recognition and transfer of credit modules from previous studies is regulated by procedures and regulations which ensure that the majority of credit modules is awarded by the institution which awards the higher education qualification.	N/A				

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

Justification of responses are clarified as follows:

2.4.2 - Justification for this is provided in 1.2.4.

2.4.5 – Unable to comment

2.4.6 – Unable to comment

2.4.7 – Although it is noted that some mechanism is in place for a students' questionnaire, the answers to questions are requested in a dichotomous (Yes/No) manner and does not allow the possibility to determine the extent to which the students are satisfied or dissatisfied with a specific variable.

It is suggested that answers be given in a "scaled" way: e.g. How satisfied are you with course content? Very satisfied – Satisfied – neither satisfied – nor dissatisfied – Dissatisfied – Very dissatisfied Or :

Please, tick a box indicating how much you agree or disagree with each of the following statements:

1. The tutor follows the course outline.

Strongly disagree~

Disagree~

Neither agree nor disagree~

Agree

Strongly agree

For a more complete evaluation, the following variables can be considered:

1. Course components (their usefulness, their helpfulness, and relative importance, ease of use, workload, and difficulty level).
2. Learning experience (difficulties experienced, growth of confidence, development of study skills, quality of interaction with materials, use of support).
3. Course content (relevance, interest, challenge, use of existing knowledge).
4. Students' personal study environment (access to media, access to components, extent duration and periodicity of study time available, study pattern).
5. Student outcomes (achievement of personal and course aims, understanding, competencies, outputs achieved).

2.4.8 - Unable to comment

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

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

Justification of responses are clarified as follows:

Although the University and the Department of Architecture have a number of significant international collaborations, this particular program is currently built upon a regional scale of networking and exchange. This is a good starting point. Further improvement should be anticipated by using its own locality and geographic position to create new links with quality partners in Africa, the Middle East and Asia.

The generic character of the program and the fact that it refrains from having a decisive identity makes it comparable with other European programs without this being considered to be an advantage for the program.

We would recommend creating exciting interactive and site-specific events/workshops/festivals in the Department into which the DL program students of the proposed program could be invited.

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

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

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

Justification of responses are clarified as follows:

The program does not lead to a professionally accredited degree. It only has an academic multidisciplinary character. Furthermore, the students of the program are expected to be provided with significant knowledge and skills in integrated design and research in the field.

Although the program is expected to have an added value for the society and the profession, as well as for the Department of Architecture, no specific feasibility study has been conducted.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.	N/A				
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X			
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to	N/A				

	the funding of other institutions in Cyprus and abroad.					
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	N/A				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.			X		

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

Justification of responses are clarified as follows:

3.1.1 – The teaching and learning broadly aligns with staff expertise. However, staff profile suggests that staff could benefit for clearly defined opportunities to improve research activity and outputs and better align individual and collective research with teaching.

3.1.2 – See 3.1.1.

3.1.3 – This is a distance learning program. Adequate online facilities, technologies and equipment are provided to ensure that students have access to software and other materials as required. The provision for the research projects could however be clearer so that students are made aware of the potential practical constraints to undertaking projects outside of the range that is feasible and practicable. The distance learning program provides challenges for teaching and developing research in architecture. The department should consider how to develop discipline-specific mechanisms for teaching in a remote and online mode, without losing the dialogue with physical spaces, and processes of making because these are fundamental to our discipline.

3.1.4 – See 3.1.1. There is scope for improvement in this area. However, the staff includes a significant number of young academics and it is expected that with the right mentoring and support environment, staff publications and international profile will improve.

3.1.5 – Unable to comment

3.1.6 – Unable to comment

3.1.7 – Unable to comment

3.1.8 – There is sufficient scope for this to happen in a consolidated Research Project module as recommended in 2.2.4.

3.1.9 – Subject to the comment in 2.2.3.

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

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>There are good mechanisms in place at the university and department level.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.			X		
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			X		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Justification of responses are clarified as follows:</p> <p>4.2.2 - The internal cohesion, commitment and communication among staff in the</p>						

department is commendable. However, equally strong mechanisms for effective and creative communication still needs to be devised for continuous dialogue among teaching staff who live abroad and those local/working from the university. This also applies to communication among students in a cohort.

4.2.6 – Teaching and reading materials, and project case studies, need to be brought up to date in all documentations as well as in the teaching resources provided to the students. It is recommended that the bibliographies and lists of projects are broad and topical enough to support a variety of advanced research subjects. At this postgraduate level, students should be encouraged to develop confidence in enquiry, exploration and expansion of these materials.

4.2.7 – The university's effort regarding staff development is commendable but needs to be enriched regarding material design and production (please see section 5.8).

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.	N/A				
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.	N/A				
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.	N/A				
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.	N/A				

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

Unable to comment.

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.			X		
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.			X		
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.			X		
5.4	Student performance monitoring mechanisms are satisfactory.				X	
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.				X	
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.				X	
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.			X		
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.			X		
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.				X	
5.10	The supporting infrastructures are easily accessible.				X	
5.11	Students are informed and trained with regards to the available educational infrastructure.			X		
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.			X		
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.				X	
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the				X	

	teaching personnel.				
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.				X
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.				X

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

Justification of responses are clarified as follows:

5.1 - The university has established a systematic process for the evaluation of faculty members by the students and for the provision of the respective feedback to them so as to enforce continuous appraisal and improvement. However, it is advised that this should be included in a Quality Manual (see first Final Remark - Suggestion).

5.2 - It is positive that prospective staff are required to possess a certain level of IT skills so as to be able to respond to the specific demands of this delivery mode and each program separately. However, while prior work or teaching experience in / knowledge of distance learning is not a stated requirement for selecting teaching staff, there is a process of staff development in distance learning.

5.3 - There are established procedures for appropriate training, guidance and support provided to teaching staff, to enable them to efficiently support the educational process. Specially prepared Handbooks and other guides assist in these tasks. However, these procedures need to be included in a Quality Manual (see first Final Remark - Suggestion).

5.4 - Student performance monitoring is well-structured and, probably, this is reflected in the very low dropout rate. To be more effectively organized, it is advised that this could be, also, included in a Quality Manual (see first Final Remark - Suggestion).

5.5 - Student mentoring by the teaching staff is provided to students in a well-structured way. To be more effectively organized, it is advised that this could be, also, included in a Quality Manual (see first Final Remark - Suggestion).

5.6 - The unimpeded communication between the teaching staff and the students, is ensured by many alternative ways.

5.7 - The procedure to ensure assessment consistency, its equal application to all students, and the compliance with predefined procedures, are ensured generally well-structured for all distance learning programs. To be more effectively organised, it is advised that this could be, also, included in a Quality Manual (see first Final Remark - Suggestion).

5.8 - Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.

Notes and suggestions for the improvement of course outlines and study guides:

5.8.1 - The number of recommended textbooks in some courses (553DL, 554DL and 555DL) and - to a lesser extent - to the others is numerous, and it is doubtful that the students will be able to study all this material.

5.8.2 - The weekly schedule, assigned readings and deadlines / activities denote an overload in 553DL, 554DL (no of deliverables), 555DL (tutorials) 557DL, 590DL and 592L.

5.8.3 - An overload is evident in the learning activities and teaching methods section in 553DL.

Suggestions for the above:

There is a need to re-calculate the student workload for each one of these elements so as not to exceed 40 hours / week (full-time study). Some indicative resources are:

- Estimating student workload, readability and implications for student learning and progression
https://wikieducator.org/images/5/5a/Odlaa2005Lockwoodestimating_student_workload.pdf
- Chambers, Ell. (1994). "Assessing learner workload", in: Lockwood, F. (ed.). Materials production in open and distance learning. London: Paul Chapman, pp. 103-111.
- Estimating Student Workload for Your Courses:
<https://www.chronicle.com/blogs/profhacker/estimating-student-workload-for-your-courses/62515>
- How Much Should We Assign? Estimating Out of Class Workload:
<http://cte.rice.edu/blogarchive/2016/07/11/workload>
- Course Workload Estimator: <http://cte.rice.edu/workload>

Important note: The three above mentioned links mostly refer to face-2-face classes – time for the other distance learning-associated workload must be added too.

5.8.4 The number of course objectives in 552DL, 553DL, 557DL (as well as its course objectives) and 590DL is considered much larger compared to the ones of other courses and the ones expected for a semester course.

5.8.5 The number of learning objectives in 552DL, 553DL, 557DL and 590DL is considered much larger compared to the ones of other courses and the ones expected for a semester course.

Suggestions for the above:

There is a need to re-examine and rewrite the respective outcomes bearing in mind the average student's capabilities, the content of the course, the learning outcomes and the respective student workload and weekly schedule. Some indicative resources are:

- List of verbs used for learning outcomes:
http://users.sch.gr/nikbalki/epim_kse/files/Parousiaseis/Scenario_PE60-

70/Verbs.pdf and

- A Revision of Bloom's Taxonomy: An Overview:
http://ocw.metu.edu.tr/pluginfile.php/9009/mod_resource/content/1/s15430421tip4104_2.pdf

5.8.6 - Course 554DL has no assessment table. This is recommended.

5.8.7 - The whole material (in any form) of each course in the Moodle platform has been uploaded and is rich and well-presented but there is no advice on how to use the material.

Suggestion: A text with a “bridging” role must be prepared for each course. This text must connect the reading material, the activities, self-assessment exercises, assignments and all the other elements so as to provide the students detailed advice on how to use the material, direct the student and get him/her actively involved with both the material and the process.

This text should contain:

Referencing to the (required) textbook and other material - study methodology (why do they have to be studied by the student, in what sequence, with which way, how to analyse and synthesise them, to what depth should each material be studied, e.t.c.), coding and synthesis of different views and aspects [if any], commentary, further analysis and enrichment of the basic materials.


Resources for this and the issue of material creation and design, are:

- Commonwealth of Learning (COL) and Asian Development Bank (ADB) (1999). Designing Open and Distance Learning Materials - Trainer's kit (Topic 6 - Developing a study guide): <http://oasis.col.org/handle/11599/46>
- Race, Ph. (2005). 500 tips for open and online learning (Vol. 36): Blackwell Publishing Limited.
- Lockwood, F. (ed.) (1994). Materials production in open and distance learning. London:Paul Chapman.

5.9 - The program of study has the appropriate and adequate infrastructure for the support of learning as proved by the large number of both online and conventional resources that complement each other.

5.10 - The supporting infrastructures are easily accessible, mainly due to their characteristics and operations (e-learning system that supports both administrative and academic functions).

5.11 - Students are informed and trained regarding the available educational infrastructure. This training is not compulsory but offered when a student asks for a particular seminar or guide. The availability is continuous through the university's site.

5.12 - The procedures for systematic control and improvement of the supportive services are regular and effective as shown. However and to be more effectively organized, it is advised to be included in a Quality Manual (see first Final Remark - Suggestion). 

5.13 - Infrastructure for distance education is in line with the one found in respective infrastructure in the European Union and internationally.

5.14 - The electronic library services are provided according to international practice in order to support the needs of the students and of the teaching staff. Through the university's site, these services are always available when needed.

5.15 - The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching. All these sources are always available when needed, through the university's site.

5.16 - The percentage of teaching personnel who holds a doctorate, in this program of study, offered at a distance, is not less than 75%, in compliance with the respective provisions of the law.

If the following apply, note "X" in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

If the following apply, note "X" in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	X
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	X
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	N/A as this is a new program

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					

6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

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

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

FINAL REMARKS – SUGGESTIONS

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

Please, note that the links / resources provided, are indicative and serve as examples of good practice. Elements of this practice may be followed or adapted and adjusted to institution's and DIPAE specific circumstances, regulations and priorities.

1. As, for a number of the above criteria, there is not a written document on quality control and assurance, as it is expected in cases like these, it is suggested that the university should have a Quality Manual in place. There is a lot of work that has

already been done as presented by the Rector, the Distance Learning Module responsible professor and the Program coordinator, but it is advised to be put altogether with the appropriate, content, sequence, persons responsible e.t.c. - see for example <https://www.richmond.ac.uk/wp-content/uploads/2016/08/Quality-Manual-2016-2017.pdf> :

Introduction

Academic Governance and Quality Mechanisms

New Program Design

New Program Approval and Validation

Degree Formal Program Review

Curricular Changes

Discontinuation of a Program

Annual Monitoring

Assessment and Internal Moderation

External Examination

Other Regulatory Issues: Admissions

Other Regulatory Issues: Equality and Diversity

Other Regulatory Issues: Student Complaints and Appeals

At a later stage, a respective but shorter Quality Manual, is advised for the Distance Learning program delivery - see for example https://www.ed.ac.uk/files/atoms/files//online_distance_learning.pdf.

All these will serve as a reference point and guide for anyone involved (internal and external stakeholders) in any aspect of quality control and assurance as well as in the Distance Learning delivery mode.

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

NAME	TITLE	UNIVERSITY / INSTITUTION
,	Professor	University College London, UK
	Associate Professor	University of Bath, UK

(Member)		
	Associate Professor	Welsh School of Architecture, Cardiff University, UK
	Associate Professor	University of Cyprus On Behalf of Professional Architects Association ETEK
	Lecturer	Athens University of Applied Sciences, Greece Distance Learning Expert
	Ms	University of Cyprus Student representative

Date: ...20...MARCH...2018