ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

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External Evaluation Report
(Departmental)

Date: Date

- **Higher Education Institution: Frederick University**

- **Town: Nicosia**

- **School/Faculty: Engineering**

- **Department: Architecture**

- **Department's Status: Currently Operating**

- **Programme(s) of study under evaluation: Name (Duration, ECTS, Cycle)**

Programme 1
In Greek:
Programme Name
In English:
Diploma Degree of Architect Engineer (Integrated Masters)

Programme 2
In Greek:
Programme Name
In English:
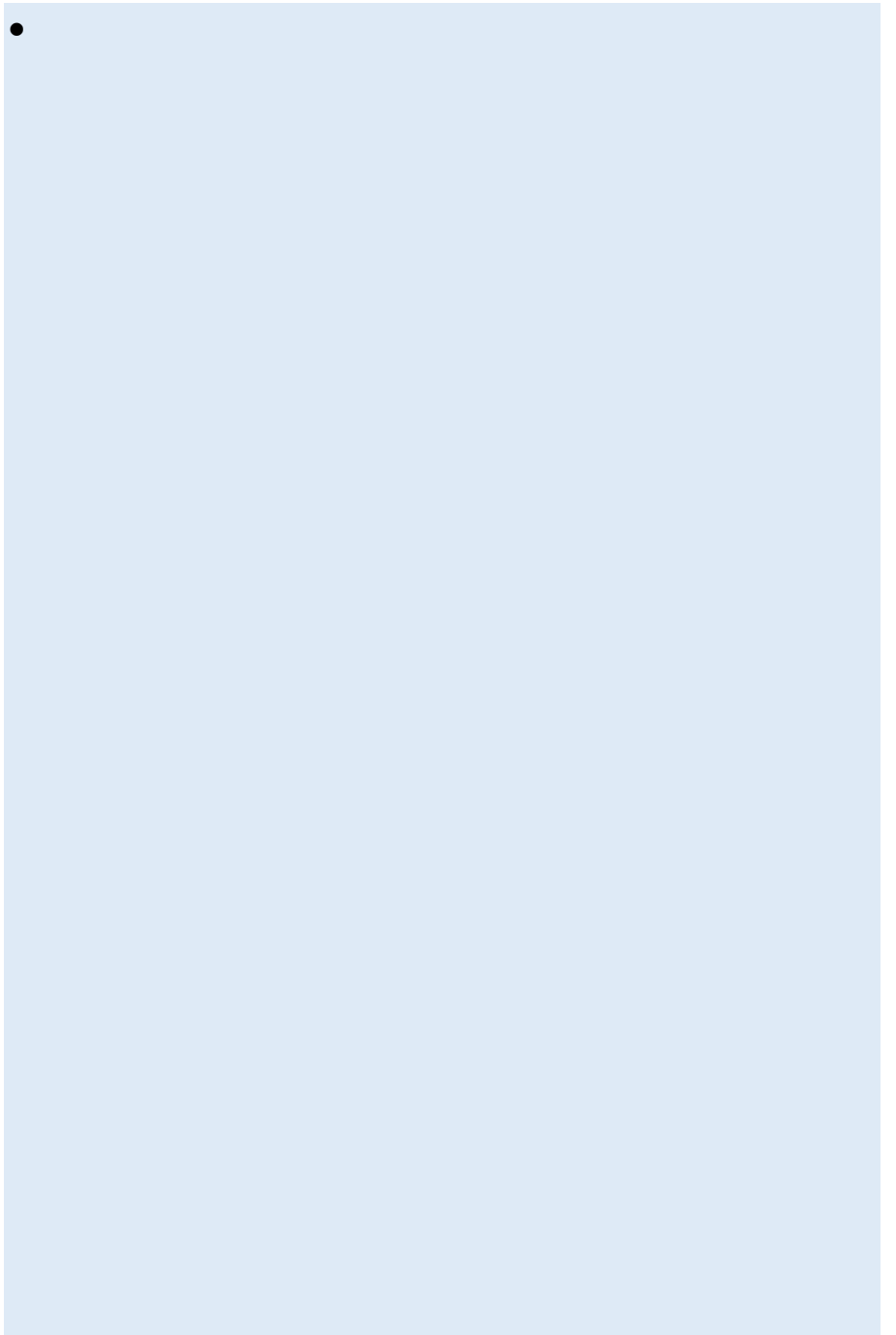MSc Conservation & Restoration of Historical Structures & Monuments

Programme 3
In Greek:
Programme Name
In English:
PhD Architecture

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

DEPARTMENT	PROGRAMMES OF STUDY
	Diploma Degree of Architect Engineer (Integrated Masters)
	MSc Conservation & Restoration of Historical Structures & Monuments
	PhD Architecture

A. Introduction

This part includes basic information regarding the onsite visit.

Meetings were held via Zoom all day on Monday 17 and Tuesday 18 May.

All arrangements were satisfactory, including documentation, presentations and discussions.

Additional information requested was supplied quickly.

B. External Evaluation Committee (EEC)

Name	Position	University
Iain Borden	Professor	University College London
Koen Van Balen	Professor	KU Leuven
Laura Malighetti	Associate Professor	Politecnico di Milano
David Kalashnikov	Student	University of Cyprus
Elena Christodoulou	Professional architect	Technical Chamber of Cyprus
Name	Position	University

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C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

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

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

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

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

  Findings

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

  Strengths

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

  Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***

- ***The report may also address other issues which the EEC finds relevant.***

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

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

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

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

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

Vi

Additionally, provide information on the following:

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

The three programmes of study within the department are coherent, with a strong focus on matters of construction and conservation.

The Department of Architecture works closely with the other parts of the School of Engineering

Provide suggestions for changes in case of incompatibility.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	4

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

Click to enter text.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5

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1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

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

Click to enter text.

Additionally, write:
- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

Click to enter text.

Findings

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

Overall, the Department has made a deliberate choice regarding the specific field of architecture which they specialise in, and this is well covered in their programmes.

Strengths

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

• Clear focus on specialism of construction science and conservation.

Areas of improvement and recommendations

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

• Ensure that a mission statement is included on the department's public website.

• Where possible, the Department should take any opportunities to internationalise its staff profile.

• We note that the Department has a strategy to internationalise its students, through greater use of English as a teaching medium and other tactics. We encourage this direction.

• Staff should be more aware of the tuition fees paid by their students.

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

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

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1   System and quality assurance strategy **2.2   Quality assurance for the programmes of study**

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

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

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

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

2.1.4.2   A more explicit procedure for ensuring that matters of research ethics would be advisable
The department could benefit from having more measurable data concerning their research outputs, such as numbers of citations, numbers of publications etc.

2.1.3 Matters of EDI (equality, diversity and inclusion) could be explicitly embedded in QA procedures and in staff awareness.

2.1.6 Although mechanisms for student evaluation of their programmes were described, we were not provided with examples of this evaluation, or evidence of actions taken as a result.

2. Quality Assurance

2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria,	5

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

2.2.20	There is a clear policy on authorship and intellectual property.	3

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

2.2.2 The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

2.2.6 Although students understand that they can question the marks awarded to them, in practice it seems that this opportunity is rarely – if ever – taken up.

2.2.20 We were not made aware of a policy on authorship and intellectual property

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

Overall, there is a detailed and consistent QA process in place

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

Clear hierarchy and process for reporting on modules, programmes and departments, involving students and staff at all levels

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

2.1.4.3   A more explicit procedure for ensuring that matters of research ethics would be advisable

The department could benefit from having more measurable data concerning their research outputs, such as numbers of citations, numbers of publications etc.

2.1.3 and 2.2.11 Matters of EDI (equality, diversity and inclusion) could be explicitly embedded in QA procedures and in staff awareness, and should be considered in relation to student performance.

2.1.6   Although mechanisms for student evaluation of their programmes were described, we were not provided with examples of this evaluation, or evidence of actions taken as a result.

The Department and University could consider undertaking a student evaluation survey of their whole programme, to be enacted at the end of the degree being studied.

2.2.2 The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

2.2.6 Although students understand that they can question the marks awarded to them, in practice it seems that this opportunity is rarely – if ever – taken up.2.2.20 We were not made aware of a

policy on authorship and intellectual property

2.2.20 A policy on authorship and intellectual property is required

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

Sub-area	*Non-compliant / Partially Compliant / Compliant*
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

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

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

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

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3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internalization of the Department and external collaborations.	5

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

3.2 Student representation on the department's Council does not meet the university's 20% requirement

3.6 We were not provided with minutes of the Department's statutory sessions

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

During the meetings the administration and academic staff were all fully engaged with the functioning of the department, faculty and university.

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

Full awareness of all staff in the university context and necessary operations and procedures.

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

3.2 Student representation on the department's Council should meet the university's 20% requirement

3.6 The department should ensure that minutes are kept of its statutory sessions and made available as appropriate.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

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

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

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

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

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

4.2.7 The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

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

The Department clearly benefits from its relatively small staff and from an appropriate staff:student ratio, enabling a high quality learning and teaching environment to operate

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

• Size of department
• Staff:student ratio
• Commitment of staff to their programmes and students
• Commitment of staff in use innovative teaching methods, including hybrid systems during the pandemic situation

Areas of improvement and recommendations

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

4.2.7 The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

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

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

5. Teaching Staff *(ESG 1.5)*

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

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

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

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

5.8 A more formal consideration of student evaluation of teaching staff could be considered, possibly even linking this to annual staff appraisal.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work = 11
- Number of special teaching staff working full-time and having exclusive work = 9
- Number of visiting Professors = 2-3 per year

- Number of special scientists on lease services = unknown

Click to enter text.

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

Teaching staff are of a sufficient number, expertise and quality to ensure a high quality teaching and learning environment.

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

• Number, expertise and commitment of teaching staff

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

• The department could be more explicit about the contract status of its staff, particularly those who are employed on a part-time, "special teaching staff" status.

• A more formal consideration of student evaluation of teaching staff could be considered, possibly even linking this to annual staff appraisal.

Please √ what is appropriate for the following assessment area:

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

6. Research
   (ESG 1.1, 1.3, 1.5, 1.6)

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

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

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

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

6.7 A more explicit procedure for ensuring that matters of research ethics would be advisable

The department could benefit from having more measurable data concerning their research outputs, such as numbers of citations, numbers of publications etc.

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

The Department has a very clear focus on research in relation to construction science and conservation, which is also explicitly connected to their programmes of study.

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

• Clear research focus
• Connection to teaching programmes

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

• A more explicit procedure for ensuring that matters of research ethics would be advisable

The department could benefit from having more measurable data concerning their research outputs, such as numbers of citations, numbers of publications etc.

Please √ what is appropriate for the following assessment area:

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

7. Resources *(ESG 1.6)*

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

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

Quality indicators/criteria		1 - 5
7. Resources		**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	3
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. 7.6 We are unaware that any kind of devolved departmental budget operates, and so this question may not be applicable.		

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

Overall, the Department is provided with sufficient and appropriate resources with which to carry out its academic mission.

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

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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• Good allocation of dedicated studio space for every student in the Department.

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

n/a

Please √ what is appropriate for the following assessment area:

Assessment area	*Non-compliant / Partially Compliant / Compliant*
7. Resources	Compliant

D. Conclusions and final remarks

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

Overall, this is a relatively small department with dedicated staff and students, which, despite its size, offers high quality programmes.

Staff are well qualified, including those with significant professional and academic expertise, with commensurate international experience, and who operate a range of diverse teaching methods.

There is a wise and effective management of existing resources.

There is a clear profile towards producing architectural professionals in the Diploma Architect Engineer (Integrated Masters).

Although the Department has a very dedicated existing body of staff, it will need to carefully consider its future recruitment of staff in relation to EDI criteria and internationalisation.

Although the Department has a very clear existing research specialism, it will need to carefully consider its future research profile in order to support and sustain its viability, and its ability to attract students from Cyprus and elsewhere.

The Department should encourage more students to take advantage of the Erasmus scheme.

We support the moves being made to teach the MSc and the new PhD programme in both Greek and English. This has the potential to widen the range of international students taking the programme, and also to increase the international mobility and employability of graduates.

E.   Signatures of the EEC

Name	Signature	
Iain Borden		
Koen Van Balen		
Laura Malighetti		
David Kalashnikov		
Elena Christodoulou		
FullName		

Date: 19 May 2021