Process of teaching and learning and student-centred teaching methodology

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
  American University of Cyprus

- **Town: Larnaca**

- **Programme of study**
  Master in Landscape Architecture – 18 months

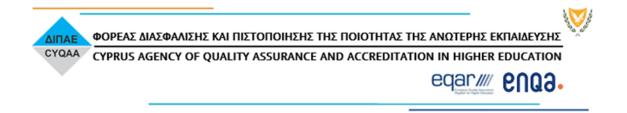 **In Greek:**

  Programme Name

  In English:

  Programme Name

- **Language(s) of instruction: English**

- **Programme's status:** New – On Campus

- **Concentrations (if any):**

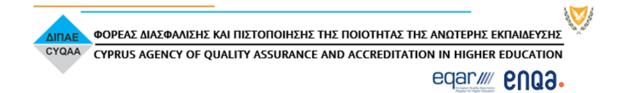 **In Greek:** Concentrations
  In English: Concentrations

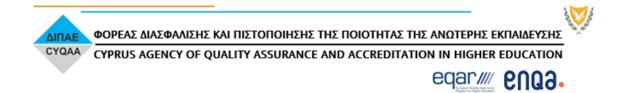ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
1.1 Compliant	No action needed	
1.2 Compliant	No action needed	
1.3 N/A	N/A	
1.4 N/A	N/A	
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
2.1 Process of teaching and learning and student- centred teaching methodology **(Partially compliant)**		
According to the Application (p. 25) "Assessment procedures are transparent, and the criteria and methods by which students' work is judged are made clear to students, staff and external auditors." These procedures have not yet been applied because the course has not started	It has been corrected. Assessment procedures will be transparent, and the criteria and methods by which students' work will be judged will be clear to students, staff and external auditors	Choose an item.
Students at AUCY are assessed and graded on each course undertaken based on the American Grade Point Average (hereinafter referred to as "GPA") grading system. In all courses (with the exception of MLD 640, 650 and 660) the grading is the same.	The grading system has been improved according to the comments. CONSULT APPENDIX I: GUIDELINE OF ASSESSMENTS FOR MLA	Choose an item.
The course descriptions are not detailed regarding the teaching methodology and does not correlate to the assessment.	We integrated course descriptions and coordinated teaching methodology and student assessment throughout the program.	Choose an item.
All courses have a minimum of two teaching staff that can potentially assess students. However, it is common practice that PhD students cannot formally assess Master students.	The PhD students as they are STS (Special Teaching Staff) are not assessing but only tutoring.	Choose an item.
he EEC finds in relation to the MLD programme: that the individual course descriptions do not provide sufficient detail to assess how innovative the teaching methods, learning environments and learning aids are, and their related effectiveness.	It has done some changes through the courses while we introduced in the MLD 640-Internationa Landscape Workshop the DBR (Design by Research) Method. Furthermore we introduce into the MLD 650 and MLD 660 we introduced the RBD (Research by Design) Method.	Choose an item.

that there are no descriptions of formalized practical training (internships), which is in line with other similar programs.	the design courses (MLD 500, 540 and 600) offer practical training as the projects can constitute real case studies that can achieve both the planned learning outcomes and meet potential stakeholders' interest.	Choose an item.
that there are discrepancies in some of the course descriptions. For example in MLD 660 stating it will begin in semester 3 and that the prerequisites are "at least 90 ECTS.	The MLD660 is starting on the 4th Semester.	
that in MLD 650 and MLD 660, the terms 'Research & Design' are used. However, from the description of MLD 660 it is stated that "the goal of the thesis is to develop a major landscape design project and a written dissertation. The primary mode of presentation of the design project is in the form of drawings, models, and various other media, presented in a public form". It appears that the term, 'Research' is used to describe the design process or literature study preceding the design process, which constitutes a Design Thesis (not Research & Design Thesis). On the other hand, MLD 650 describes the stages of conducting research. that the courses MLD 650 Thesis & Major Design Tutorial, and MLD 660 Thesis & Major Design complement each other that lead to the compilation of the final thesis.	The research thesis (forming part of the final thesis) is an individual 6000-word written report involving research and in-depth exploration of design criteria directly relating to and submitted with the design thesis. The design thesis (forming part of the final thesis) is an individual design project involving research and in-depth exploration of design problems at multiple scales. The design thesis is the culmination of the students' experiences gained from the programme, a comprehensive design work that will be self-directed, researched and produced, with guidance from an appointed supervisor. The design thesis will be submitted together with the research thesis to form the final thesis.	Choose an item.
that the MLD is based on the European Credit Transfer and Accumulation System (referred to as "ECTS") and one credit unit corresponds to a student's 25-30 hours of work. In some courses, the EEC finds that the actual workload does not correspond to the assigned ECTS, e.g, in MLD 560 Visualisation and Digital Design-GIS, MLD 650 Thesis & Major Design Tutorial, and MLD 660 Thesis & Major Design	We guarantee that within each course, the amount of hours for ECTS complies with ECTS standards and that the total amount of hours a week does not exceed 40 hours of work.	
that it is ensured that within each course, the amount of hours per ECTS credit complies with the ECTS standards, and that the total amount of hours per week does not exceed 40 hours of work.	We guarantee that within each course, the amount of hours for ECTS complies with ECTS standards and that the total amount of hours a week does not exceed 40 hours of work.	Choose an item.
2.2 Practical training	**Not applicable**	
2.3 Student assessment	**Partially compliant**	

that for the students to build on their personal portfolio, the total amount of credits allotted group work in the Design studios, does not exceed 20%.	We have checked and updated the credit rating for the group work in the studio.	Choose an item.
that in group work, students submit a signed sheet specifying each students relative contribution by percentage to the group work.	We have introduced the rule that, in group work, students must present a signed sheet specifying the relative percentage contribution of each student to the group work. **Assessment for Studio projects** Analysis *(understanding programme and context)* 10% Concept *(innovation, speculation, poetics)* 30% Design Development *(refinement, resolution, completeness, coherence)* 35% Communication & Presentation *(clear, comprehensive, concise and logical)* 10% Group Project 10% Participation In Class 5%	Choose an item.
that more detailed course descriptions should be developed and that teaching methodology and assessment corresponds across the program.	we integrated course descriptions and coordinated teaching methodology and student assessment throughout the program	Choose an item.
that sufficient tutoring is provided throughout the Design Studio courses, (minimum of 30 min per week per student).	In the three Design Studio courses, the presence of two teachers and an assistant is always ensured to ensure perfect tutoring for the students	Choose an item.
that the grading of each course is tailored to each course.	The evaluation of each course has been adapted to each course **Assessment for written assignments** Content of ideas 40% Structure 15% Presentation 10% Language 10% Research 20% Participation In Class 5%	Choose an item.

	Assessment for Studio projects Analysis *(understanding programme and context)* 10% Concept *(innovation, speculation, poetics)* 30% Design Development *(refinement, resolution, completeness, coherence)* 35% Communication & Presentation *(clear, comprehensive, concise and logical)* 10% Group Project 10% Participation In Class 5% **Assessment Visualization and Digital Design - GIS** 2D Drawing Creation,3 D Modeling, Rendering, Video Production *(Comprehension of the programm)e* 40% Image processing and design using various media. Modeling, Mapping and Spatial Analysis of the Area of Study. *(Develop creative and organizational skills in digital presentation)* 40% Communication & Presentation *(clear, comprehensive, concise and logical)* 15% Participation In Class 5% **Assessment for construction** Drawing Creation, Detailing *(basic processes of a landscape design)* 40% Design Development *(refinement, resolution, completeness, coherence)* 40% Communication & Presentation *(clear, comprehensive, concise and logical)* 15% Participation In Class 5%	
that the disputes/complaints policy is supplemented with means to a final decision before a dispute/conflict reaches the Faculty Dean or the Rector and Vice-Rectors.	1. Introduction AUCY is committed to offering all our students an outstanding and valuable University experience and to providing excellent academic and support services We are committed to investigating and resolving concerns and complaints concerning quality assurance professionally, fairly, quickly and courteously using this procedure, which is based on the Complaints Policy of CYQAA Advice. *Areas covered by this procedure* For the purposes of this procedure a complaint is defined as an expression of dissatisfaction by one or more persons about a certain action or lack of action taken by the University or about the standard of service provided by or on behalf of the University. Examples of matters that would be considered under this procedure include: • the quality and standards of a service provided by the University, including learning and teaching provision,	Choose an item.

advice, resources and facilities
• the applications process or its outcome
• failure to apply an administrative or academic process
• unfair treatment or inappropriate behavior by a member of staff (where misconduct, as defined by the Staff Disciplinary Procedure, is alleged that identifies an existing University employee, this will be considered under the Procedure for investigating complaints of University staff misconduct)
• concerns about the impact of a University policy, even if it has been correctly applied.

Academic judgment is a judgment that is made about a matter where only the opinion of an academic expert is sufficient. A decision about assessment, a degree classification, fitness to practice, research methodology or course content/outcomes will normally involve academic judgment. The following areas do not involve academic judgment: decisions about the fairness of procedures, whether they have been correctly interpreted, what the facts are, how a provider has communicated with the concerned person, whether an opinion has been expressed outside the area of an academic's competence, the way the evidence has been considered, whether there is evidence of bias or maladministration.

If you are a student and you want to complain about another student, you should follow our student misconduct procedure.

If you are a member of the public and you want to complain about anything related to quality assurance, you should send it in writing to our quality assurance department as well as our HR and Legal Department.

If you are employed by the University and you want to submit a grievance about a matter relating to your employment, you should follow the HR procedure.

If you have concerns about an actual or potential risk, fraud or other illegal or unethical conduct, you should contact our Legal Department.

If your complaint is about teaching provision or quality of services offered by a Faculty, you should send all the details with evidence to the Head of the Academic Council.

Who can submit a complaint
A complaint can be submitted by applicants whose complaint relates to the current recruitment cycle, current students (including those on Leave of Absence), students who have left the University within the last three months.

A complaint may be submitted by a group of people acting collectively, provided that all named individuals have signed up to it, and it is clear that all signatories to

the complaint are facing similar circumstances. In order to manage the process effectively, you will be asked to nominate one person to act as representative and main contact, who will be expected to liaise with the others and keep them informed.

We may refuse to look at a complaint where the party to the complaint (whether student or applicant) has not been able to demonstrate that they were directly affected.

Anonymous complaints will not normally be considered as this can impede investigation and prevent a resolution, as well as potentially creating unfairness in relation to any allegations made in the complaint against other individuals, such as members of staff. Exceptionally such a complaint may be considered if we accept there is a compelling reason, supported by sufficient evidence, for it to be brought anonymously.

4. General principles for investigating complaints
• in the first instance, complaints will be considered as close to the source and as informally as possible
• complaints will be dealt with in a fair, transparent and timely manner and in line with our Rules and Regulations
• the investigation, and evidence required, will be proportionate to the issues raised
• Candidates will not be victimized or disadvantaged for bringing a complaint
• complaints will be monitored and reported on to understand, where possible, the root causes
where an investigation identifies problems in our services, we will take steps to prevent any recurrence
* Staff who investigate complaints must not have been involved in the matters leading to the complaint and must be free from actual or perceived conflicts of interest.

We reserve the right to refuse to investigate or to suspend any investigation underway where it becomes aware that police, legal, court or tribunal proceedings have been initiated in relation to the issues raised in the complaint. Similarly, if there are allegations of a criminal offence, we may refer the matter to the police and suspend our own proceedings until the outcome of any police investigation or criminal proceedings are known, other than where we deem it appropriate to act in the interests of the safety and wellbeing of students, staff and third parties, including visitors.

We may also suspend an investigation on health grounds. Suspending an investigation will 'stop the clock' on all timescales outlined in this procedure.
The investigation will deal with the substance of the core concerns identified. However, in complex cases the investigator may not be able to provide a detailed response to all the matters raised.

Record-keeping and confidentiality
We will keep detailed records of the formal complaint submission, investigation and outcome, as well as of any review, for a minimum of 12 months after the complaint is closed.

	Information received during the investigation will normally only be used for addressing the complaint. However, if information is shared with us which we are obliged to share due to the University's safeguarding, fitness to practice or other legal or professional obligations, we will do so. Information received during the investigation will remain confidential to those involved in the process and those who may need to be consulted in order to reach an outcome. No third party should be told any more than is reasonably necessary to obtain the information required from them. Where a complaint is about a member of staff, details will need to be shared with them to give the staff member the right to respond. If a complaint against a member of staff is upheld, you will be advised of this but we will not share specific personal details affecting individual members of staff, particularly when disciplinary action has been taken. Reporting All complaints will be reported and discussed with CYQAA in order to have full transparency and abide by all rules and regulations set.	
to also use more conventional methods tools and materials that have not been described in any of the courses (including MLD 500 Landscape Design & Sustainability Studio I), such as freehand and perspective drawing.	We have highlighted the teaching of traditional methods of freehand and perspective drawing in the Design studio courses. Design proposals -consisting of and freehand drawings and three-dimensional models, digital media, written descriptions and analyses- will be developed and presented orally.	Choose an item.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
3.1 Teaching staff recruitment and development	**Compliant**	
The teaching staff is adequate both in terms of level of qualifications (PhD) and expertise. The role of selected experts from other	This has been changed in order to keep 70/30 distribution of full time / part time staff (9 full time, 3 part-time are listed in the Application, Table 4) and 3 Landscape Architects.	Choose an item.

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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disciplines, for example in the Planting courses, is to be applauded. However, no more than four of the 13 (future) teaching staff is/will be hired on a full-time basis. Of those four, only one staff member (Christina Musacchio) has a landscape architecture degree. The programme expressed the goal of getting formally accredited by IFLA Europe. This particular accreditation would require the programme to comply with e.g. a minimum of three full-time teachers with degree in Landscape Architecture. As such, the programme does not fulfill the Cypriot requirement of a 70/30 distribution of full time / part time staff (4 full time, 9 part-time are listed in the Application, Table 4).	See in the application form: **TABLE 4: TEACHING STAFF, QUALIFICATIONS, AND TOTAL TEACHING PERIODS**	
3.2 Teaching staff number and status	**Partially compliant**	
The MLD application comprises a list of 13 teaching staff members (Table 4) which the EEC considers employees of AUCY. There is little to no information about future visiting staff in the application.	Future visiting Scholars will be attracted from other Universities abroad.	Choose an item.
that AUCY makes sure that the initial set of teachers can, in due time, also comply with the expectations on research and academic publications.	The teachers are going to work more intensive in academic publications and also the young researcher the will work together with the more experienced researchers in order to increase their publications	Choose an item.
that transparency of the academic development program increases via qualitative descriptions of requirements (e.g. for publications), accompanied with some kind of quantitative component (e.g. x number of peer-reviewed articles in international journals). Provided that AUCY is a new University, it is also recommended to monitor and	Since an interdisciplinary group is in the MLA as Landscape Architects, Ecologists, Economies new research groups will be created in order to produce innovative pre review publications. The staff will be evaluated in 5 to 6 years in the teaching and the research sectors (e.g. evaluation by the students, evaluation by the coordinator, asking them to provide each year a number of pre-review articles)	Choose an item.

evaluate the staff development program(s) after a period of no longer than 5 to 6 years (after the first full cycle).		
to further increase the share of teachers with recognized degrees in Landscape Architecture to make sure that the students are taught by Landscape Architects in the majority of the ECTS credits. In any case, it is recommended that the design studios are coordinated and supervised by experienced teachers with landscape architecture degrees, as it is now foreseen in the application course descriptions.	It is done. See from the application form the **TABLE 3: TEACHING STAFF, COURSES AND TEACHING PERIODS IN THE PROGRAMME OF STUDY**	Choose an item.
that AUCY accompany their staff development programmes (e.g. Tenure Track) with the required resources (time and funding) for staff to actually participate in professional and teaching-skills training and development.	Providing resources such as time and funding for staff to participate in professional and teaching-skills training and development is essential for universities to support the growth and development of their staff. This approach not only benefits the individual staff members, but it also enhances the overall quality of education and research at the university. The implementation of development programmes, such as Tenure Track, demonstrates a commitment from the university to invest in the long-term success of their staff. By providing the necessary resources for staff to participate in training and development, universities can ensure that their staff are equipped with the skills and knowledge needed to excel in their roles. Time is a particularly important resource for staff to participate in development programmes. This could involve offering flexible working arrangements, such as reduced teaching loads or sabbaticals, to enable staff to dedicate time to training and development. Funding can also be provided for staff to attend conferences, workshops, and other training opportunities, which can be expensive. In addition to these resources, universities can also provide ongoing support and guidance to staff throughout their development journey. This could include mentorship programmes, peer support networks, and access to coaching or counseling services. Overall, accompanying staff development programmes with the required resources is essential for universities to support the growth and development of their staff. By doing so, universities can foster a culture of continuous learning and improvement, which benefits both staff and students alike.	Choose an item.
to further clarify what information on teaching is needed, to improve clarity	To improve the clarity and transparency of the promotion process, a continuous interaction	Choose an item.

as well as transparency of the promotion process by e.g. requiring candidates to summarize their course evaluations including their individual assessments, students success in e.g. design competition or exhibitions (as a proof of excellence) and evidence how they continue developing their teachings skills.	between practice and teaching will be encouraged by: •　Studio projects, focusing on real-life design issues and scenarios of increasing complexity. •　Field trips in landscape projects, supported by lectures and presentations from landscape desing professionals. •　Visits to professional companies with exceptional work portfolios and innovative practices. •　Seminars and workshops by invited professionals and academics.	
for AUCY to consider periodically allocate additional funding for teaching staff to innovate teaching methods and the use of new technologies.	Allocating additional funding for teaching staff to innovate teaching methods and the use of new technologies can have a positive impact on the quality of education provided by the institution. Here are some key considerations for AUCY to keep in mind as they periodically consider such allocations: Determine the specific areas that need improvement: AUCY should assess which areas of teaching and learning would benefit the most from additional funding. For example, AUCY may identify that certain subjects or courses require more innovative teaching methods or that certain technologies could enhance student learning outcomes. Identify the right resources: AUCY should determine the types of resources needed to facilitate innovative teaching methods and the use of new technologies. This may include funding for professional development, access to specialized software or hardware, or hiring of additional staff with expertise in these areas. Encourage collaboration and knowledge sharing: AUCY should foster an environment that encourages collaboration and sharing of knowledge among teaching staff. This can help to ensure that innovations are adopted and used effectively, and that best practices are shared across the institution. Evaluate the impact of the funding: AUCY should periodically evaluate the impact of the additional funding on teaching and learning outcomes. This can help to identify areas of success and areas where further improvements can be made. By following these considerations, AUCY can ensure that their allocation of additional funding for teaching staff to innovate teaching methods and the use of new technologies is effective in enhancing the quality of education provided by the institution.	Choose an item.
further detailing of teaching methods, time allotted for each teaching method and staff in the course descriptions, to help to improve	It is done. Also staff meeting will be held every week from the coordinator of the program in order to succeed the transparency and the integration of the program as well as the	Choose an item.

transparency for both teachers and students. Details should also cover the different responsibilities that staff members may have in, for example, a design studio (i.e. course coordinator, teacher, teaching assistant/tutor, others).	sequences of the different activities of teaching staff members. It will be also defined there the different responsibilities of the staff members and it will be discussed how these responsibilities are followed.	
to increase the share of full-time Landscape Architects in the teaching team and, in this process, reduce the now high share of part-time staff. This recommendation is independent from whether or not the MLD will undergo an IFLA accreditation.	It has be done. See in the application fprm tab. **TABLE 4: TEACHING STAFF, QUALIFICATIONS, AND TOTAL TEACHING PERIODS**	Choose an item.
3.3 Synergies of teaching and research	**Partially compliant**	
to facilitate and monitor both collaboration with partners and synergies between teaching and research. This will help to create healthy and inspiring working conditions while making sure that students are exposed/participate in innovative forms of (design) research.	This will be achieved through the staff meeting, and we are going to increase the research and innovation aspects by giving by the coordinator clear directions of the research. Applications to different research and European Research Projects where the staff members they will participate.	Choose an item.
To make more explicit reference to the three main types of (design) inquiry described by e.g. ECLAS - research for design, research on design, research through/by design – in the programme and course	The context of the 'International Landscape Design Workshop' (MLD 640) has changed. The workshop that we will implement by DbR "Design by Research", a formula that inverts the traditional relation that links the two terms, turning design into the purpose and research into the method. The research will be complemented by a field trip in order to investigate different implemented case studies.	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only

4.1 Student admission, processes and criteria	**Compliant**	

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4.2 Student progression	Compliant	
4. In the program itself, we see some discrepancies concerning the progression among the individual courses. E.g., the description of MLD 500 Landscape Design & Sustainability Studio taught in semester 1, states that "After completing this studio, students will be able to:……Build and use 3-D actual and digital models…", while the course MLD 660 Visualisation and Digital Design – GIS is taught in semester 2.	It has been corrected in the description of Course Design Studio I, no digitized drawing is used, students will start using AutoCAD and GIS in the second semester. After completing this studio, students will be able to: – Understand and use the basic processes of a landscape design. – Develop ideas and apply design principles. – Utilize presentation methods and techniques to communicate ideas. – Develop verbal communication skills. – Recognize and evaluate environmental, social and cultural factors that influence the design of landscapes. – Acknowledge the importance of sustainability and ecology in landscape design. – Analyse and evaluate the factors influencing a site. – Learn to conduct research on the typology and characteristics of the landscape as a vital part of the design process. – Create a landscape inventory and a database while understand and use the vocabulary of landscape design. – Develop analytical and research skills. – Design small scale interventions in the natural and man-made environment.	Choose an item.
4.3 Student recognition	Partially compliant	
On p. 9, the student admission requirements are listed (see also section 4.1). The Application does not state any specifics related to student recognition, but the EEC does not have reason to expect that e.g. the Lisbon Recognition Convention (LRC) is not	It is important for educational institutions to respect international recognition conventions like the Lisbon Recognition Convention (LRC) to ensure fair and transparent assessment of qualifications from other countries. While the EEC has not observed any specific mention of student recognition in the AUCY application, it is reasonable to assume that the institution is following the guidelines set forth in the LRC. The LRC aims to establish procedures for the recognition of higher education qualifications issued in one country by another country. This includes ensuring that the recognition process is fair, flexible, and transparent, and that holders of qualifications have adequate access to assessment. By following the principles of the LRC, educational institutions can ensure that their qualifications are	Choose an item.

being respected. The LRC aims to ensure that holders of a qualification from a signatory country can have adequate access to an assessment of the qualification in another country in a fair, flexible, and transparent way.	recognized internationally and that their students have access to a fair and transparent recognition process. It is worth noting that each country may have its own procedures for the recognition of foreign qualifications, and it is the responsibility of the educational institution to ensure that their qualifications are recognized by the appropriate authorities in each country. AUCY should continue to uphold the principles of the LRC and work to ensure that their qualifications are recognized both nationally and internationally	
4.4 Student certification	**Partially compliant**	
A formal Cetificate will be awarded to successful students, and a final transcript (p. 34) will be provided. The EES assumes the final transcript includes brief information related to the achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed. The students prior education and competences are appropriately assesses via the suggested admission criteria, which are in line with international standards for similar types of Master programs.	Exactly, the Formal Certificate includes brief information relating to the learning outcomes achieved and the context, level, content, and status of the studies that have been successfully pursued and completed. are in line with international standards for similar types of Masters programmes.	Choose an item.

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
5.1 Teaching and Learning resources	**Partially compliant**	
5.2 Physical resources	**Partially compliant**	
5.3 Human support resources	**Compliant**	
That students get access the advanced academic research platforms such as Scopus and Web of Science, to be able and conduct, for example, comprehensive literature reviews and literature-driven case study research.	This is emphasized in the done MLD650. The purpose of this course is to prepare students to develop a thesis proposal and design program as final products. This is a prerequisite preparatory seminar for research and design theses and serves as a forum to investigate, discuss the topical focus of the theses, and support individual project research, the preparation of a thesis statement, and documentation of a design program . In addition, students will have access to advanced academic research platforms such as Scopus and Web of Science, to be able to conduct comprehensive literature reviews and literature-led case study searches.	Choose an item.
5.4 Student support	**Compliant**	
that strategies for both hybrid and remote classes in place, provided by the experience of the Covid 19 pandemic over the past two years.	Yes	Choose an item.

6. **Additional for Master program**
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
- Names, functions and responsibilities of each staff member per course is missing.	It has be done See Annex II	Choose an item.
- Info on course assessments is similar and percentages are the same throughout all courses in the first 3 semesters. Group project (25%) is also listed in courses assessment sections where there is no mentioning of group work. - Some teachers will teach in all 3 design studios: Will that help the students to acquire different modes of design inquiry and, in the process, experience different design attitudes? - Several 'theoretical essays' and 'research papers' are asked from the students, but information on where the needed skills & knowledge are taught is missing in the Application. - Teaching forms (they call this 'teaching methodology'): In many Universities, the number of hours per type of teaching form is made explicit, to orient both teaching staff & the students. - Course assignments: very little detail is provided about e.g. at which scales the designs will have to be created and what exactly the course deliverables are.	The above points has been cleared. The evaluation of each course has been adapted to each course We have introduced the rule that, in group work, students must present a signed sheet specifying the relative percentage contribution of each student to the group work. We have checked and updated the credit rating for the group work in the studio.	Choose an item.
Learning Outcomes (LO) Build and use 3-D actual and digital models -> In which course do they learn that?	In the MLA 500 course, no computer methods for drawing will be taught, this will be done in the second semester in the MLA 560 course, in this course (500) the teaching of traditional methods of	Choose an item.

	freehand and perspective drawing has been highlighted.	
Course content (CC) Ramps, stairs and walls, cut and fill calculations. Is this appropriate at university Master's level? Bibliography: Paper by Georgi & Sarikou is from 2005 and possibly outdated for this fast-developing subject of sustainable building materials.	The contents of the MLA course have been updated, as well as the bibliography.	Choose an item.
The course title comprises 'landscape ecology' but there is little evidence in the further course description of that particular subject, the course seems to focus on plants rather than landscape ecology in the conventional sense of that term used by LE scholars such as Paul Opdam, Monica Turner and Alfonso Farina.	The course description and contents have been implemented focusing on landscape ecology in the conventional sense of that term	Choose an item.
Course Purpose and Objectives: "Landscape theory tracks the nature and origin of theories and principles in landscape architecture" -> This sentence is ambiguous with regards to 'landscape theory' as that strand of theory entails much more than only LA theory. -Teaching methodology: Regular classroom lectures are missing from the list of activities Assessment: "The module will be assessed by a number of theoretical essays…" -> How realistic is it to ask for several essays to be composed in one 6 ECTS course	In the course of History and Theory of landscape, the purpose and objectives have been updated, the required exercises resized, and the classroom lectures added.	Choose an item.
- Course Purpose and	Course Content: The scale at which projects can be executed has been recalibrated, the 540 MLA	Choose an item.

Objective: Great to see the mentioning of "past and contemporary landscape projects" which suggest the building of projects repertoire for the students - Course content: The scale at which projects may be executed in the this studio may range from "waterfront areas" all the way to "national parks" -> That's a very broad range of scales implying very different didactical approaches and levels of comprehension. - Course content: Does the MLD programme consider 'Marine habitats' a suitable site for a design studio?After all, those sites are not on land and governed primarily by ecological/nature and fishery considerations. That is not to say that it is *per se* impossible to design such sites but questioning whether those sites are the best for a 1st year design studio.	Design in the second semester, will focus on one or two projects of a list of sites at scales of 1:1000 to 1:2000	
Course title: "Sustainable Environmental Design" is a very generic course name that does not do justice to the important and relevant focus of this course on (urban) microclimate. Please reconsider course title to better align with this important content. Bibliography: Possibly consider adding other LA scholars working on microclimatic design such as Joao	We focused the name of the "Urban Microclimate Design" course by better aligning the title to the contents of the course, we also integrated the bibliography as recommended better with this important content.	Choose an item.

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Cortesão or Sanda Lenzholzer to the list of reading materials. Their focus on areas with more continental or (northern) sea climate may be relevant for those AUCY students that come from North of the Mediterranean Sea		
Course Purpose and Objectives: "Students will be studying environmental management techniques and landscape policy in projects" -> As much as those topics are relevant for LA, it is very important to make sure that knowledge on these subjects does not come at the expense of design time in the studios. Addressing those topics in other courses might work out better.	We accepted the suggestion and left the task of addressing the topic of environmental management techniques and landscape policy in projects, to the MLA 630 Construction II and MLA 620 Professional practice, responsibility and ethics courses,	Choose an item.
Course Purpose and Objectives: The second paragraph starting with "Additional objectives… understanding and appreciation of the Cyprus region…sense of place among the region's residents… including collaboration" suggest for the students to be able and speak Greek. Is this case and does AUCY/MLD have strategies in place to deal with this otherwise?	The Purposes and Objectives of the course have been recalibrated to better respond to the international environment of the course and the University.	Choose an item.
Teacher's name: C.Musacchio is listed here but she will also be teaching at least 3 other courses during the 1st semester which run parallel to the 3rd semester. How viable is that? Course content: The listed content to be taught in this	The course contents have been updated and better calibrated. The MLA 510 and 630 Construction course will be taught by other professors.	Choose an item.

particular course is very extensive. How realistic is it to teach and acquire that much knowledge in a 6 ECTS course?		
The 'International Landscape Design Workshop' is a wonderful addition to the curriculum. Earlier in the MLD application, a one-week international excursion is mentioned and related to the course. However, this excursion is nowhere mentioned in the actual course description. Teaching methodology: Here, it is suggested that students will give lectures which is an interesting idea for 4th semester students. However, listing students among the people giving lectures in the course also bears potential threats for reaching the learning outcomes. It is recommended to – if applicable- turn the presentation of students into a 'course deliverable' rather than a teaching method in the course description.	The context of the 'International Landscape Design Workshop' has changed. The workshop that we will implement by DbR "Design by Research" ", a formula that inverts the traditional relation that links the two terms, turning design into the purpose and research into the method. The research will be complemented by a field trip in order to investigate different implemented case studies.	Choose an item.
This course, too, is a wonderful component of the programme curriculum but the listed course content entails many things, reaching from literature review, research design, qualitative and quantitative research methods and strategies, analysis methods, data analysis strategy all the way to writing instructions. Considering the fact that this is a 3 ECTS course, the proposed course content seems much if not excessive in nature. How	The course will mainly focuses on the development of a thesis context. It has been also added lectures about research by design. Each time will be one lecture (3 ECTS are usually in other programs the elective courses that are seminar based) and from our experience this worked in the past perfectly well.	Choose an item.

feasible is it for a student to acquire all the needed skills and knowledge to perform those activities?		
Teaching methodology: The text suggests (1ˢᵗ sentence) that the design program will become clear and documented as part of the preparatory thesis tutorial (MLD 650). Is that always the case or is the design program not also one of the findings of the detailed (landscape) analysis, problem identification and other activities conducted much later in the thesis trajectory? Teaching methodology: The last sentence states "periodic consultation between students and their advisor(s)" without any specification of the length of those tutoring sessions and their frequency. Students could undergo an important learning experience when they are in charge of allocating and planning their set (x) number of tutoring hours across the entire thesis period. Anyhow, further specification of what exactly the tutoring entails will help both students and tutors.	The teaching methodology has been defined clearly as well as the assessment of the course is now clear and research by design methodology has also added.	Choose an item.

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
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C.

D. Higher Education Institution academic representatives

Name	Position	Signature
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Click to enter Name	Click to enter Position	
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