



Doc. 300.3.1/1

Date: November 27, 2021

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
Neapolis University Pafos
- **Town:** Pafos
- **School** of Architecture, Engineering, Land & Environmental Sciences
- **Department** of Architecture, Land & Environmental Sciences
- **Programme of study - Name (Duration, ECTS, Cycle)**
Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

In Greek:
Programme Name

Language of instruction: Greek

[Title 2][Title 3]



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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The visit, conducted remotely on the 24th of November, was made of an intense sequence of meetings with members of the University management team, the rector of the University Prof. Pantelis Sklias, the Dean and Head of the Department and of the School, Prof. Solon Xenopoulos, the members of the teaching staff and administration and support staff involved in the Architecture programme. The EEC had the important opportunity to interview some alumni and present students, collecting a spectrum of different opinions and experiences.

Before the visit, the EEC received informational material on the structure and contents of the programme, the members of staff and management, and students' outputs, the University organization and life. The EEC received a limited number of recorded lectures and samples of students' work.

All meetings had the form of a free and open discussion; University members gave, cooperatively, a considerable amount of information and were very open to the dialogue. The members of the EEC had the opportunity to place questions and to ask for further explanation on all aspects of the programme. These open discussions were useful to understand to the real character of the Bachelor Architecture programme and assess its strengths and weaknesses in relationship with the intention to add a fifth year, completing the Bachelor with a Master programme.

As a conclusion, about the general format of the programme, the EEC has considered the application on the basis that the programme of study leads to a five year integrated master degree; the bachelor is awarded only if the student drops out of the full programme after 4 years of study and 240 ECTS.

Students who complete the 4 years, get the bachelor's degree.

Students who complete the full 5 years programme get the integrated master's degree.

Students cannot achieve both degrees and cannot be any enrolment for the final year of study only.

The members of the EEC would like to thank the Education Officer George Aletraris and Faculty, Staff, and Students of Neapolis University Pafos for their open reception and cooperation.

Arrangements were satisfactory enough including presentations and discussions.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Alessandro Rocca	Professor	Politecnico di Milano
Alexander Wright	Professor	University of Bath
Vassilis Ganiatsas	Professor	National Technical University of Athens
Elena Christodoulou	Professional Architect	Technical Chamber of Cyprus
Elena Rousou	Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - sub-areas*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

The representatives of the BA Architecture programme made a clear presentation of their study plan and explained the relationship of the programme with the specific context of Pafos.

The material provided to the EEC members show a clearly organized program, embedded in a university that is still young, established in 2010, of a relatively small size, counting around 3,600 students.

The ratio between teachers and students is very low, around 1:7, and it is low the entity of non-permanent staff, which is less than 20% of the faculty.

The meeting with the teaching staff was positive; we met young and motivated professors with international background, often with a PhD gained abroad, speaking English fluently, well connected with the scientific international community.

The meeting with alumni and the students was less positive; showing a condition relegated in a narrow province with little interest and relationship with less local entities. Students declare to appreciate the smallness and domesticity of a local situation, where everyone and everything is easily available. This is a good point, but it should be balanced with more opportunities to get involved in trends and phenomena of a larger scale.

The analysis of the study plan revealed a good balance among the major disciplines: design, technology, drawing, history and theory. It is not present, in the institutional frame, the discipline related to the project of conservation and restoration.

The intention to add the fifth year, to complete the master course, is realized focusing quite exclusively on the preparation of the thesis project. It seems that the step for the bachelor's degree to the Master degree could be more articulated, implementing the architectural culture and skills of the students. We have also to specify that, in European standard, the Master of Architecture is mostly a two year programme.

Findings for QA Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

The Panel found the programme to have met the required QA standards.

Findings for Design, approval, on-going monitoring and review [Title 2]

The Panel considers these programmes meet the requirements, but we have made some recommendations for improvement.

Findings for Public Information and Information Management [Title 3]

The documentation provided demonstrated these standards have been met.

Strengths

The impact with the components of the teaching staff was positive; we met young and motivated professors with international background, often with a PhD gained abroad, speaking English fluently, well connected with the scientific international community.

Areas of improvement and recommendations

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

Climate crisis responsiveness *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

We suggest consideration is given as to how the programme might improve students carbon literacy and their ability to respond to the challenges related to addressing the climate crisis with respect to both the operational carbon and embodied carbon associated with the built environment.

Distinctiveness [Title 2]

We suggest that the Department reflect on the question of what makes this academic programme distinctive in the context of similar available programmes. Positioning the programme with a clear and distinctive student offer may help establish a more prominent identity for the programme and focus teaching in its areas of core strength.

Areas of improvement and recommendations for innesting a master on a bachelor programme [Title 2]

To consider the 4 years Bachelor as the 4/5 part of a Master program seems a simplification that doesn't consider the different goals and need of the two programs. A 5 years master should be organized in relationship with the total length, and not as an addendum to the Bachelor programme.

Areas of improvement and recommendations for accessibility [Title 2]

Policies towards staff and students with disability are not a priority, not all areas are accessible.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)</i>	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	X
1.2	Design, approval, on-going monitoring and review	Compliant	Choose answer	Choose answer
1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

2.1 Findings for Process of teaching and learning and student-centred teaching methodology *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

The standards required were demonstrated through the documentation provided and the answers offered by staff during the visit.

The Covid pandemic had necessitated more remote delivery and the programme is looking to retain some of the advantages through a blended model of delivery. This may include providing access to a wider range of contributors to the programme as well as providing students with remote access to teaching material via Moodle or remote desktop access to software.

2.3 Findings for student assessment [Title 2]

Assessment is consistent and robust, meeting the standards required. The relatively small cohort sizes aid in the consistent application of assessment criteria and standards, as moderation of multiple markers is seldom required.

Findings for Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Overall, the department is a small- sized but not so precise in its identity; it could be more carefully profiled.

Strengths

Placements*Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

The elective placement course appears to offer students with valuable experience and a potential pathway into employment. It also appears to help establish collaborative links with the professional community.

Student feedback[Title 2]

The use of on-line student feedback for each course each semester, together with the close working relationship between teaching staff and students, allows student feedback to be gathered and used in the development and improvement of the programme.

Strengths for feedback to students [Title 3]

The relatively small cohort sizes and low student staff ratio allow students to receive high levels of individual academic support and feedback.

Strengths for connections [Title 2]

Small Department which leads to strong connections and communication between professors and students but also and between the professors, so they get better feedback.

Strengths for internship[Title 3]

The students can participate in a practical training program as an option among four offered electives in seminar 6 at the fifth year.

Strengths for media technology [Title 3]

The program provides courses based on Video editing which let the students learn new technics and new technologies.

Strengths for Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Engagement with local communities and urban design projects by participating to local architectural competitions.

Areas of improvement and recommendations

Areas of improvement and recommendations for international and professional connections
Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Use the advantage of professors' background for doing studios with aboard Professors and collaboration in workshops with international schools of architecture.

Professional component, and the engineering part of architectural education, should be reinforced.

Areas of improvement and recommendations for media technology [Title 2]

Provide equipment for video editing so the students learn new technics and new devices.

Areas of improvement and recommendations for workshops [Title 3]

Provide better facilities/equipment for the Department (laser cutter, 3d printers, wood and metal workshops and cad/cam software to improve model making as teaching tools.

Mapping of programme learning outcomes

The mapping document illustrating where individual courses contributed to the meeting of the programme and the learning outcomes was helpful. We suggest revising this document to indicate in which course the programme learning outcomes are assessed as having met a passing standard.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)</i>	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

The teaching staff we met has good characters of freshness and internationalization. Professors seem well trained, often with doctoral titles, and ready to give a well-organized curriculum. International relationship exist but they don't seem to be related with the teaching activity. We didn't find foreign visiting professors, while Erasmus exchange seemed scarce, limited to 1 student in some years.

3.1 Findings for staff recruitment and development *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

We found that the requirements were met. The staff profile is relatively youthful and has a strong international background, suggesting recent recruitment has been successful.

3.2 Findings for staff number and status [Title 2]

The number of staff is adequate to support the four year programme of study and satisfy the standards required.

3.3 Findings for synergies of teaching and research [Title 3]

We found the requirements were met but that the relation between teaching and research could be improved.

Findings for teaching staff *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

A small number of committed teaching staff, who place student learning at the centre of their duties.

Strengths

Strengths for staff recruitment and development *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

The expertise of staff appears generally well suited to the requirements of the programme and a relatively high proportion of the staff have significant international experience with HE.

Strengths for students orientation

Clear instructions/guidelines for the courses.

Strengths for teaching staff [Title 2]

Teaching Staff with different teaching skills and complementary with the programme.

Areas of improvement and recommendations

We see that a professor, who is indicated as an important faculty member covering a specific disciplinary field, is in service, since 2018, as a full-time associate professor in an Italian university.

We suggest giving the faculty board more robustness with some well-established professors who can integrate the freshness of the young members.

Areas of improvement and recommendations for visiting professors *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

We suggest consideration could usefully be given to how visiting staff might be employed to improve the programme offer.

Areas of improvement and recommendations for research informed teaching [Title 2]

There is currently no PhD programme offered within the school. We understand plans for introducing a PhD programme are being considered and potentially such a programme could enhance the interaction of teaching and research.

Areas of improvement and recommendations for internationalization *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

Teaching staff collaborate with partners from abroad.

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

Sub-area		<i>Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

4.1 & 4.2 Findings for admissions and progression *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

Overall, we were satisfied that both the admissions system and the progression of students were subject to clear criteria and the processes employed were consistent and implemented in a transparent manner.

4.3 & 4.4 recognition and certification [Title 2]

Pre-defined and published regulations regarding student recognition and certification are in place. We understand the Master's qualification is listed under Annex V of the EU Professional Qualifications Directive and recommend action on related to this status below.

Findings for a mission *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

The BA/March programme is not very well oriented towards the education and training of professional architects, has not a clear and an appropriate mission.

Strengths

Strengths for job market *Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)*

The strong connection with enterprises of the real estate and other fields promise a good perspective for finding a job at the end of the course. Excessive employability reaching 99% for graduates reflects the genesis and ownership of the University.

Strengths for design [Title 2]

The study plan, in the first four years of the programme, seems well organized, with a good availability of professors and a clear interest towards design activities. Learning by doing seems largely adopted and chosen as the best training in architectural design.

The small number of students leads to their close supervision.

There is a good collaboration with local authorities through the studio work.

Areas of improvement and recommendations

Areas of improvement and recommendations for mapping learning outcomes Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

We understand the Master's qualification is listed under Annex V of the EU Professional Qualifications Directive (PQD). As such graduates from the programme are required to have demonstrated that they have met the 11 competencies listed under Article 46 of the PQD. We suggest a mapping document is prepared that illustrates in which course each of the 11 points are assessed as having been met to a passing standard.

[Click or tap here to enter text.](#)

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)</i>	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer
4.4	Student certification	Compliant	Choose answer	Choose answer

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

Visiting in remote, unfortunately, the EEC couldn't have a direct experience of the physical resources; a virtual guided tour gave a good perception of studio spaces, workshops, laboratories, classes, library, social, sport and other facilities.

In general, the impression is the building hosting the school, a former three-star hotel, did not change its nature enough. Lobby, outside spaces, corridors maintain the atmosphere of a hotel.

Classes don't seem very comfortable; some have a strange form, pillars in the middle and little windows. In general, the architectural quality is poor, not acting to the students as a good sample of teaching and working space.

The two design studios accommodated at two attics of the old hotel. The attics are elongated spaces with no clear definition or quality, quite oppressed by the low ceiling of the pitched roof and remote from the model hardware workshops of the Civil Engineering Department at the basement.

The University Library hosts around 4000 books on architecture and seems to work more thanks to the online links than with the hard copies; there is no section specifically dedicated to architectural studies.

5.1 & 2 Findings for resources Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

The campus consists of two hotel wings and is well located within the town occupying a relatively central location. The existing campus offers a compact site with teaching and learning spaces in proximity to the support facilities. However, it still clearly retains some of the character of its previous use as a hotel and is not ideally suited to house a growing and aspiring school of architecture. We understand the plans are well advanced for the new campus, located near the existing site, and we anticipate that the new development will provide more suitable accommodation, additional facilities, and an overall distinct character that a school of architecture deserves. The programme would benefit from some additional resources as recommended below.

5.3 Findings for human support services [Title 2]

For the current student population there is an adequate level of support services and the students are informed of the support available.

5.4 Findings for student support [Title 3]

Generally, we found students' support adequate in all areas. However, studios are not being served by lifts and are not accessible to people with limited physical mobility.

Strengths

Strengths for studios Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

There is a relatively generous provision of studio space per student in the form of two dedicated studio rooms.

Strengths for environment Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

It seems that the small number of students, around 15 per year, facilitates the relationship with faculty and staff. Quietness of the Pafos touristic environment can be a positive factor for the wellness and comfort of the students.

Areas of improvement and recommendations

Areas of improvement and recommendations for teaching and studying space (Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Spaces should be more adequate to the sensibility of a school of architecture. It is difficult to learn architecture in spaces that openly ignore what is quality in architectural design. This is not a good sign of attention for the complexity and the richness of architectural culture.

For a Master course, this simplicity can give a message that architecture is a mere productive business, underestimating the necessity of a cultural approach to architectural design.

All spaces should find a better definition to give everybody a feeling of being in a space dedicated to the teaching and learning activities.

Areas of improvement and recommendations for Disabled Access Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Consideration should be given to ensure full accessibility to studio for all.

Areas of improvement and recommendations for model making equipment [Title 2]

Students should be provided with a suitable range of workshop equipment which should include access to laser cutting, more 3d printers along with conventional woodworking and metal working machinery.

Areas of improvement and recommendations for library books Architecture (4 years / 240 ECTS, Bachelor – 5 years / 300 ECTS, Diploma)

Consideration should be given to provide a dedicated architectural library in proximity to studios that should be enriched with more hard copies of key architectural books in a permanent collection.

Areas of improvement and recommendations for design studios [Title 3]

We suggest the refurbishment of the studio spaces so as to contribute to their effectiveness as working space of creative activities to be used continuously in a 24/7 basis.

Areas of improvement and recommendations for programme profiling [Title 2]

Workshop, labs, and other technical equipments need to be improved and enriched.

Areas of improvement and recommendations for the university buildings [Title 2]

The lack of architectural character of spaces seems to correspond to a lack of identity of the master course. As the school has been the outcome a refurbishment of an old hotel, remodeling should turn it into an architecturally expressive entity. If the generalist approach is welcome, nevertheless a distinct approach to that end is needed, because every programme must make explicit its interpretation of architecture and of architectural design.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Architecture (4 years / 240 ECTS, Bachelor – 5	[Title 2]	[Title 3]

		<i>years / 300 ECTS, Diploma)</i>		
5.1	Teaching and Learning resources	Partially compliant	Choose answer	Choose answer
5.2	Physical resources	Partially compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer
5.4	Student support	Compliant	Choose answer	Choose answer

Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The External Evaluation Committee wishes to thank the University and the Department for the documentation provided in advance of our visit. We also wish to thank all the staff and students we spoke to during our visit for the open engagement throughout all our meetings.

We have based our assessment on the programme as a 5 year, 300 ECTS integrated master's degree. Within this programme there is the option of a 4 year, 240 ECTS bachelor's degree as an exit award. Wish to confirm that there is no option for entry into year 5, and therefore no possibility of a student obtaining a master's degree in one year of study.

The programme of study leads to a five year integrated master degree; the bachelor is awarded only if the student drops out of the full programme after 4 years of study and 240 ECTS.

Students who complete the 4 years, get the bachelor's degree.

Students who complete the full 5 years programme get the integrated master's degree.

Students cannot achieve both degrees and cannot be any enrolment for the final year of study only.

Overall, the EEC was satisfied that the programme meets the quality assurance standards required.

This is a relatively new programme in a new university. Establishing a school of architecture brings challenges that, in the past 2 years, have been significantly increased because of the impact of the Covid pandemic. Despite this context the EEC observed a dedicated and committed academic team engaged in delivery a high-quality student experience. The relatively small size of the school and the cohort sizes allows for directly personal relationships between all staff and between teaching staff and their students. This fosters a collaborative and collegiate atmosphere, where students and staff can together forge a sense of collective endeavour.

Although the department is small with enriched teaching staff and few students, they manage to have a strong bond between them that gives the opportunity for students to learn more.

Additional facilities and equipment we recommend will improve the students' knowledge and techniques but also and cooperation opportunities with other students from the department.

These suggestions will lead to improve the programme of study and the outcome quality of the students learning.

The documentation supporting the programme has been well prepared and there is a team of support staff who are also committed to responding to students' needs.

We have made several recommendations relating to improving the physical environment and equipment available to the students. We appreciate that with relatively small student numbers providing access to all the latest equipment is not always possible, nevertheless we recommend that improving aspects of the resources available to students will help develop the programme and attract applicants, enabling the programme to grow as planned.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Alessandro Rocca	
Alexander Wright	
Vassilis Ganiatsas	
Elena Christodoulou	
Elena Rousou	

Date: November 27, 2021

