



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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Doc. 300.3.1

Date: 10/03/2024

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **School/Faculty:** Faculty of Engineering
- **Department:** Department of Architecture
- **Department's Status:** Currently Operating
  
- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

## Programme 1

**In Greek:**

Programme Name

**In English:**

Integrated Master in Architecture (5 Years, 300 ECTS)

## Programme 2

**In Greek:**

Programme Name

**In English:**

MSc in Advanced Architectural Studies (2 Years, 120 ECTS)

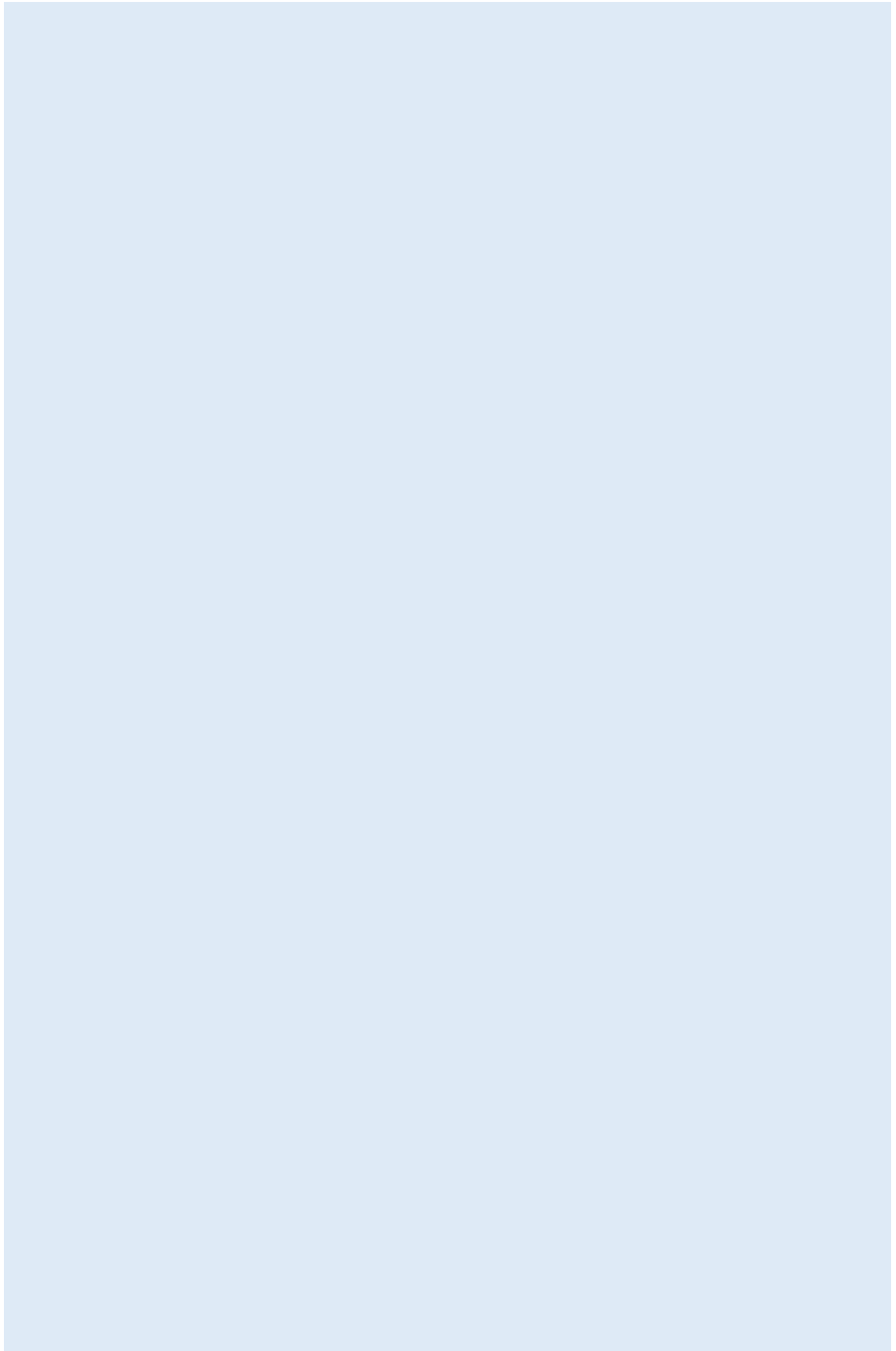
## Programme 3

**In Greek:**

Programme Name

**In English:**

PhD in Architecture (4- 8 Years, 240 ECTS)





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



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

DEPARTMENT	PROGRAMMES OF STUDY

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The EEC had full access to a comprehensive set of documentation, which was made available to us before the meeting in Cyprus. This documentation included information on the programme profiles, contents, structures, list of courses, teaching, personnel responsibilities and CVs, infrastructure, QA, student welfare, rules, guidelines and other pertinent information. This was detailed and well laid out. On 7th and 8th March 2024, the EEC had two full days of meetings with the Vice-Rector for Academic Affairs, the Dean of the Faculty of Engineering, the Chair and Vice-Chair of the Architecture Department, academic staff, administration and technical staff, and a wide range of students and alumni from all years. This included site visits to the new library and the department's premises. During our visit, we were provided with additional presentations and information by the Architecture department and shown samples of student work from the Integrated Master's and PhD programs. We were also given guidelines on the EEC process by the Cyprus Agency of QA and Accreditation in Higher Education.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Alexander Wright</b>	professor	University of Bath
<b>Ornella Iuorio</b>	professor Position	Politecnico di Milano
<b>Martine De Maeseneer</b>	professor	Faculty of Architecture KU Leuven
<b>Elena Christodoulou</b>	architect	Technical Chamber of Cyprus
<b>George Georgiou</b>	student	Cyprus University of Technology

## C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### Findings

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

### Strengths

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

### Areas of improvement and recommendations

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

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



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

**Sub-areas**

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

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

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

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

1.1.2: The EEC understands that there are currently discussions taking place to determine the future long-term home of the department. We recommend that the option of developing physical resources on the department's current campus location is maintained as this may prove to have overall benefit compared to the alternative option of relocating to new premises closer to the city center.

1.1.7: The EEC noted that the metrics used in relation to research grant capture used for Architecture were the same as those used for the Engineering Departments. Typically, the expectations and targets for Architecture departments in relation to grant capture are not the same as those typically adopted by Engineering departments.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.

The EEC noted that the proposed MSc in Advanced Architectural Studies and the PhD programme shared much of the same content.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The EEC noted that Architecture sits within a faculty of Engineering. The EEC observed that the name of the faculty makes no direct reference to design or architecture. Architecture can sit within a variety of faculty groupings, however in general the title of the home faculty makes some reference to the discipline.

Provide suggestions for changes in case of incompatibility.

We suggest that there may be advantages to be gained from aligning the proposed MSc structure with that of the PhD programme to enable students after 2 semesters of the MSc to transfer to 3rd semester of the PhD programme. This suggestion is further articulated in the EEC report on the MSc programme.

The EEC suggests consideration is given to the title of the faculty being more directly inclusive of the department. In other similar faculty groupings, we are aware that the title "Faculty of Engineering and Design" is used and that this provides a more inclusive title for the diverse nature of the departments which sit within it and would help ensure the department is explicitly part of the broader faculty.

## 1. Department's academic profile and orientation

### 1.2 Connecting with society

1 - 5

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

1.2.4	The Department has an effective communication mechanism with its graduates.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
1.2.2: Public information concerning the distinctiveness of the programmes is not altogether clear and succinct.		
<b>1. Department's academic profile and orientation</b>		
<b>1.3 Development processes</b>		<b>1 - 5</b>
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	4
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
1.3.2: The EEC noted potential changes in the pattern or extent of use of adjunct professors as part of the department's staff resources. The EEC were concerned that inappropriate changes may adversely impact the delivery of programmes and the student experience.		
1.3.3: We believe there could be beneficial improvement in the recruitment information made available to potential home and overseas students.		
1.3.4: The department is unique in the faculty in its use of studio-based pedagogy. This model has proven to be effective in architectural education and is widely used in successful schools of architecture. The funding model for the Department of Architecture should reflect the teaching model which is used, and the resources required to deliver it. This is currently the case, but needs to be maintained.		
Additionally, write:		
<ul style="list-style-type: none"> <li>- Expected number of Cypriot and international students</li> <li>- Countries of origin of international students and number from each country</li> </ul>		
Integrated Masters: circa 30 students overall in each year		
MSc Advanced Architecture Studies: 15 overall in each year (targeted)		
PhD: circa 30 overall		

Findings

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

The department is appropriately focused on Architecture, and in particular the delivery of programs which support the architectural professions. In addition, the department engages in a range of wider activities to support the study of, and research related to, the subject of architecture.

Strengths

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

The high quality of the academic staff.  
 The deserved high reputation of the department's graduates within Cyprus.  
 The effectiveness of the studio culture fostered within the department.  
 Collaboration as an integral part of the teaching model.

Areas of improvement and recommendations

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

The EEC suggests that there may be some advantage in more closely integrating the MSc and PhD pathways for the benefit of students. This may require a revision to the proposed MSc to a 90 ECTS credit award.

We suggest that, for the purposes of forward planning, it is confirmed that the funding model employed by the faculty for Architecture reflects the nature of studio-based teaching. This should secure the availability of adjunct professors as an integral part of the teaching resources available to the department.

We suggest the unique and distinctive characteristics of each program are agreed upon and articulated in clear statements available to prospective students and applicants.

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

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

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

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

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

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

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

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

**No deficiencies identified**

## 2. Quality Assurance

### 2.2 Quality assurance for the programmes of study

**1 - 5**

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	4

2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	5
	2.2.12.2 Library	5
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	5
	2.2.12.4 Technological infrastructure	5
	2.2.12.5 Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5



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

2.2.5: All universities are having to adapt their plagiarism policies and assessment practices in light of current developments in AI-generated solutions. We did not identify any specific policy that currently addresses AI-generated solutions.

2.2.12: We noted that there is no current systematic process for tracking graduate destinations.

### Findings

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

Overall, the QA system is very good, with all processes and procedures fully carried out and implemented.

### Strengths

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

The building facilities are very good and this includes the library and all the physical resources that support studio-based teaching.

### Areas of improvement and recommendations

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

We suggest the department considers employing a graduate tracking system to provide clearer and more complete information on graduate destinations.

We encourage the university and department to keep under review their existing plagiarism policies to ensure the adequacy of these policies is maintained.

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

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



### 3. Administration (ESG 1.1, 1.3, 1.6)

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

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

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

3.11 Internationalization of the Department and external collaborations. 5

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

3.3: We welcome the excellent laboratories and workshops within the department. We also noted the high level of use and demand for these facilities by the students. The capacity of these facilities may be further tested with the introduction of the new MSc programme.

We noted that some increase in staffing of the workshops and laboratories may be required to meet current and future student demand.

### Findings

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

The department has an appropriate and effective administrative structure that supports the department's academic mission and operations.

### Strengths

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

There is a small and highly dedicated team of administrative staff and the EEC wishes to recognize their excellent contribution to the department. The EEC also wishes to recognize the department's activities related to international outlook and engagement.

### Areas of improvement and recommendations

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

In view of the current and foreseeable demand for laboratory and workshop resources, we suggest consideration is given to increasing staff resources in relation to the supervision and operation of the laboratories and workshops.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

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

##### Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

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

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

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

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

4.1.1: In all schools of Architecture the rapidly changing requirements and demands of the curriculum in relation to the climate crisis and societal needs are requiring developments in course content and aims. The programmes of study address these issues through project work and other courses, however, the core content of the integrated master's programme might benefit from review to ensure the effectiveness of the programme in producing the next generation of architects.

4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5
<p><b>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</b></p> <p>No deficiencies found</p>		

### Findings

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

Learning and teaching is effectively carried out with various areas of excellence demonstrated.

### Strengths

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

The EEC noted and very much welcomed the extensive use of external critics and practitioners within the project reviews.

The EEC also very much welcomed the effective use of the review system in providing high-quality and immediate feedback to students.

Overall the EEC was impressed with the excellent level of academic student support provided by the staff.

The EEC noted the strong and vibrant studio culture which is fostered by the Department.

Areas of improvement and recommendations

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

We encourage the university and the department to provide resources adequate to maintain these identified strengths.

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

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

## 5. Teaching Staff (ESG 1.5)

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

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

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

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

5.1: The EEC noted there are currently 2 open posts within the department. We also noted the aspiration to expand some of the areas of teaching and specialisms offered. Although the current staffing is adequate for current needs, we noted the staff are operating at full capacity.

**Also, write the following:**

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work

- Number of visiting Professors
- Number of special scientists on lease services

12 teaching staff  
10 adjunct professors  
7 visiting professors (2020-24)  
12 special scientists (2021-22)

### Findings

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

The department has a diverse range of dedicated and expert academics and part-time teaching staff who deliver high-quality courses and programmes. Student teaching groups are adequately sized, contributing to a high-quality student experience.

### Strengths

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

High level of academic student support. Use of adjunct professors.

### Areas of improvement and recommendations

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

We recommend that any expansion in teaching areas or student numbers should be accompanied by a sufficient increase in teaching staff.

We recommend that in filling the 2 open posts consideration is given, as part of the recruitment process, to the teaching needs of the department. This may include using the opportunity of the new staff recruitment to increase capacity in expanding areas such as those relating to the climate crisis.

Currently, the department operates a highly effective teaching model. Specifically, this includes the teaching model employed in the delivery of design studio. An integral part of this is the balance between full-time academic staff and adjunct professors and we encourage the university and the department to maintain this effective model of delivery, which is characteristic of many high-performing schools of Architecture.

Please ✓ what is appropriate for the following assessment area:

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



## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

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

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

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



6.8: The EEC is aware that external grant capture for Architecture as a discipline is typically at a lower aggregate financial value than for engineering departments.

**Findings**

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

The department has a relatively small but diverse range of staff who are actively engaged in high-quality research across a range of subject areas within the architectural discipline.

**Strengths**

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

The EEC recognizes the high level of research activity amongst the full-time staff and the high levels of research outputs that they produce.

**Areas of improvement and recommendations**

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

The EEC recommends that the university establishes appropriate targets of external grant capture related specifically to those achieved in comparable departments for the discipline of Architecture.

The EEC recommends that opportunities for research impact and collaboration with industry and architecture practice are explored and exploited.

**Please ✓ what is appropriate for the following assessment area:**

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

## 7. Resources (ESG 1.6)

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

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

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>7.1: The EEC recognizes the financial constraints which apply to all universities. Currently, resources are adequate to meet teaching and research needs, however, the resources available are being fully exploited to meet current requirements. The EEC were uncertain if the foreseeable development of teaching and research within the department would be matched by funding at the current levels.</b></p>		

### Findings

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

The department is well and effectively managed. Its existing resources are adequate for its academic purpose and mission.

### Strengths

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

The EEC was impressed by the physical resources available to support teaching and research at the department's current premises. This specifically relates to the physical resources required to support studio-based design teaching.

### Areas of improvement and recommendations

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

The EEC recommends that existing levels of financial support are maintained to allow the continued use of adjunct professors and subject specialists to support programme delivery.

The EEC is aware that there are plans for growth in some areas and we recommend any such growth is undertaken whilst maintaining adequate levels of financial support.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

## D. Conclusions and final remarks

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

Overall the EEC during its visit was impressed by the excellence of the department in relation to the quality of its academic staff and the high-quality work produced by its students. We were impressed by a dedicated and committed team of academics and support staff in delivering an excellent student experience.

Comments and recommendations for improvements in the body of this report are made in the context of an academic department that is performing well across all areas of activity.

The EEC is aware that there is a statutory requirement to deliver the undergraduate programme in the Greek language. We are aware of the advantages that result from the delivery of all of the programmes in Greek. However, the EEC is also aware that in relation to making the programmes easily accessible to non-Greek speakers, there may be advantages to introducing the option for English language delivery. This particularly applies to the master's level and PhD programme, given the common language of exchange internationally is often English. We appreciate the complex issues arising from any change to the current delivery in Greek, and that the comparative benefits and disadvantages of any change in the language of delivery will need to be carefully weighed. Nevertheless, the EEC suggests that the option of offering the master's level electives in both English and Greek could usefully be explored as this would enable to MSc and PhD programmes to be advertised to attract English-speaking students.

## E. Signatures of the EEC

Name	Signature
Alexander Wright	
Ornella Iuorio	
Martine De Maeseneer	
Elena Christodoulou	
George Georgiou	

Date: 10/03/2024

