Doc. 300.1.2

Date: 01.03.2022

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

- **Town: Paphos**

- **Programme of study**
  Name (Duration, ECTS, Cycle)
- **In English:**
  Bachelor in Architecture (4 years/240 ECTS)/Diploma in Architecture
  (5 years/300 ECTS) (Integrated Master)
  In Greek:

  Πτυχίο Αρχιτεκτονικής (4 έτη/240 ECTS)/ Δίπλωμα στην

  Αρχιτεκτονική (5 έτη/300 ECTS)(Integrated Master)

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

- **Programme's status:** Currently Operating

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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

Areas of improvement and recommendations:

1.1	Climate crisis responsiveness - 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.
1.2	Distinctiveness - 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
1.3	Innesting a master on a bachelor programme - 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.
1.4	Accessibility - Policies towards staff and students with disability are not a priority, not all areas are accessible.

HEI's response:

1.1. Done. This emphasis regarding the climate crisis is already embedded and achieved in the curriculum of the programme of architecture by means of the following courses:

- **ARCHAS307**: Sustainable Architecture
- **ARCHTH403**: Theory of Bioclimatic Design and Sustainability
- **ARCHSR402**: Urban Public Space and Place Making
- **ARCHSR403:** Urban Planning and Sustainable Development.

Modules ARCHAS307 and ARCHTH403 investigate both theoretically and practically the concepts and principles, theories and criticisms of bioclimatic design and sustainable architecture. They take into consideration a diversity of factors that influence building design, performance and management, whilst they explore a variety of passive and active heating, cooling and ventilation strategies, materials and types of construction in order to optimize form, function and configuration according to use, climatic conditions and thermal comfort. ARCHAS307 in particular employs design techniques (non-digital and digital) as well as qualitative and quantitative research methods, to broaden its scope, and introduce alternative solutions that dynamically consider light, sun, air movement and heat within a holistic understanding of architectural design. Within this framework and apart from the above themes of consideration, this module is planned to also include zero carbon projects and exercises with students. On the bigger scale, ARCHSR403 focus, is to raise awareness and, integrate into the future professional employment of students all those good practices that will contribute to a balanced, long-lasting and sustainable development of urban space. Specifically, the course delves into social, cultural, economic, transportation and, obviously, environmental issues related to urban planning, commenting on their positive or negative impact on achieving urban sustainability. Lastly, ARCHSR402 explores open-air public spaces in the city based on the theories of place-making, community-based approaches and sustainable development strategies.

Furthermore, in further enhancing students' awareness regarding carbon emission associated with the built environment, the HEI has expanded the scope of module **ARCHBT102**: Components, Materials and Methods of Construction. In this module, students would learn more about sustainable materials, how to reduce carbon footprint and how to build zero carbon buildings through specific methods of production and construction. The module is to be taught by one of the new faculty members recently appointed, who specialises in these issues, through research, participation in conferences etc.

1.2.Done. What makes this programme unique and different from similar available programmes is:

- The co-existence of creative and environmentally conscious modules.
- Its emphasis on the concept of "space" as a communication medium.
- Its connection with the real-world activities.
- Its multifocal structure.

This structure is characterised by the diversity of a set of distinctive thematic entities namely:

- Open studio courses
- Conservation Modules
- Sustainability and bioclimatic design
- Urban design and urban planning
- Real Estate
- Engineering & Building Technology
- Creative Courses such as photography, video, set design
- Spatial Visualisation courses (digital and hand-drawing)
- History & Theory
- Object and Space,
- A number of complementary courses on concepts among which, the void, time, and "space" as a communication medium.

In that sense, it explores architecture from multiple perspectives which extent to various scales, from the object to the city, something that gives to our graduates a unique advantage in the market to be able to identify their individual direction and thus follow different paths that satisfy their own personal interests.

It is a programme that not only qualifies students to practice architecture, but also it broadens their horizon for further sources of inspiration, it develops their abstract thinking, and their potential paths and directions.

On the other hand, **every year it runs a number of real-life projects with students** (see Annex 7), where they have the opportunity to compete, to interact with clients, to get feedback from tutors and clients, build their own projects and learn from the implementation process. **This is actually possible due to the strong link that Neapolis University has with the local community,** which enables the integration of those real-life activities into the programme's curriculum.

1.3.Done. There is no option for entry directly into year 5, and therefore no possibility of a Bachelor student obtaining a master's degree in one year of study. The programme is designed to lead to a 5 year integrated master.

So, in the bachelor (4years of study) students come across:

- All different forms of conceptualisation, and design

- materialising architecture,

- investigating the link of architecture with human behaviour,

- having basic knowledge of histories and theories of architecture

- having technical, environmental and more engineering-oriented issues relating to architecture

- communication in architecture

- having developed an understanding of how architecture functions as a profession.

By building on the knowledge and skills obtained during the 4 years of education, the 5th year is designed to provide students with more advanced knowledge, research skills and to broaden their perspectives (see Annex 8 for the structure of the 5th Year). More specific:

1. modules of practical training and professional practice advance students' understanding of how architecture functions as a profession are integrated.

2. seminar courses which have a more experimental approach are integrated and allow students either to explore further aspects related to architecture (i.e space and the architecture of time, space and the architecture of the void) or to implement real-life projects.

3. the diploma design project operates as an integration project where the students test the basic knowledge and research skills obtained during all 5 years of their studies. In that sense, students obtain an integrated master's degree and meet level 6 of the EQF standards.

1.4. Done. Neapolis University has a strong belief in equal opportunities, which is ensured by **the NUP policy 07.400** which is attached as Annex 1.

In any case, and in order to respond to the Committee's commends, the following steps have already been taken:

- Access for all, to both studios, is planned by installing a lift platform and a Freecurve chairlift (please see attached invoices in Annex 2).

2. Teaching, learning and student assessment
   (ESG 1.3)

Areas of improvement and recommendations:

2.1	International and professional connections - 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.
2.2	Media Technology – Provide equipment for video editing so the students learn new technics and new devices.
2.3	Workshops - Provide better facilities/equipment for the Department (i.e laser cuter, 3d printers, wood and metal workshops and cad/cam software to improve model making as teaching tools)
2.4	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.

HEI's response:

2.1. Done. Please see the catalog below for the activities that have been fixed for the current semester in order to ensure the international capacity of the program:

- 2 visits in March 2022: **Giovanni Barone**, Researcher Assistant at University of Naples "Federico II"
- April 2022 : **Agatino Rizzo**, Chaired Professor and Head of Architecture from the Lulea University of Technology
- April 2022: **Mohammat Tammo**, Lecturer in Architecture and Architecture Technology from the School of Architecture and Built Environment of the University of Wolverhampton
- May 2022: **Marcela Araguez**, Assistant Professor from the Department of Architecture from IE University in Madrid-Segovia
- May 2022: **Olie White**, Lecturer in Architecture from the School of Architecture and Built Environment of the University of Wolverhampton

Please see a short bio of the invited academics in the Annex 9.

Additionally, regarding the point that refers to the professional component, and the engineering part of architectural education we truly believe that our curriculum covers both the professional component and the engineering part in architectural education through the following courses:

BUILDING TECHNOLOGY & TECHNOLOGY STUDIOS

		ECTS
1st YEAR	BUILDING TECHNOLOGY 1: Structural Systems I	3
	BUILDING TECHNOLOGY 2: Components, Materials and Methods of Construction	6
	BUILDING TECHNOLOGY 3: Structural Systems II	3
2nd YEAR	BUILDING TECHNOLOGY 4: Building Services	3
	BUILDING TECHNOLOGY 5: Reinforced Concrete Structures	3
	TECHNOLOGY STUDIO 1: Construction Systems	6
	BUILDING TECHNOLOGY 6: Building Physics	3
3rd YEAR	TECHNOLOGY STUDIO 2: Lightweight Structures (wood & metal)	6
4th YEAR	TECHNOLOGY STUDIO 3: Advanced Structural Systems	6
5th YEAR	-	
	Total	**39**

PROFESSIONAL PRACTICE

		ECTS
1st YEAR	ENGR 150: Technical Terminology and Reports	3
	Computer Skills (offered by the Department of Computer Science)	0
	Language for Scientists (offered by the Department of Computer Science)	0
2nd YEAR	-	
3rd YEAR	REAL 100: Principles of Real Estate	6
	REAL 302: Theory and Practice of Real Estate Valuation	6
4th YEAR	-	
5th YEAR	ARCH SR506: Professional Practice	6
	ARCH AS514: Practical Training	
	Total	**21**

2.2. Done. The Department already has particular equipment for Video Editing which is summarised in Annex 3. Therefore, students of the Programme of Architecture could benefit by utilising the equipment that already exists in the Department.

2.3. Done. The following equipment have already been ordered for setting up fully equipped conventional materials workshops, as well as, contemporary technologies of model making (see Annex 2).

Namely:

- 3D Printing Studio (2X3D printers)(invoice 8/5.918.23€)

- Laser Cutter for mdf/wood (invoice AEN280222/23.218,09€)

- 2D and 3D hot wire cutting and vacuum forming machinery (order code 6663/478€)

2.4. Done. We revised accordingly and you can find the final curriculum mapping document in the Annex 4.

3. Teaching Staff
(ESG 1.5)

Areas of improvement and recommendations:

3.1	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.
3.2	We suggest consideration could usefully be given to how visiting staff might be employed to improve the programme offer.
3.3	Research informed teaching - 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.
3.4	Internationalization - Teaching staff collaborate with partners from abroad.

HEI's response:

3.1.Done. Assistant Professor Konstantinos Vassiliades has been recruited with extensive research experience (https://www.nup.ac.cy/faculty/constantinos-vassiliades/). The said Associate Professor is now serving only as a Visiting Professor to the department.

3.2. Done. We already have two visiting staff one practising architect and a photographer and always does exist the possibility to employ new visiting staff relating to the program's needs and development.

3.3.Done. The Department has already initiated the process to design and develop a PhD programme in architecture. Additionally, we have also submitted applications for accreditation of three new Postgraduate Programmes.

3.4. Done. The programme and the Teaching staff has already strong relationships with partners, institutions and organizations from abroad and aims to expand those collaborations even further. Please, see indicatively:

- 2022-2023: Cooperation with Tel Aviv University for Student and faculty exchange

- 2015-Today: Member of the European Association for Architectural Education

- 2021 Guest Lecture by Dr. Chrystala Psathiti at *Ngee Ann Polytechnic*, Singapore

- 2018: Public Lecture by Prof. Dr. Kerstin Sailer from Bartlett School of Architecture, University College London, titled 'Designing for human Experience, Invited by Chrystala Psathiti in the course of Theory of Architecture

- 2018 Presentation of the work of the Parisian Architecture Office Association Bellastock by Simon Jacquemin, Organized by: Solon Xenopoulos, Eleni Hadjinikolaou

We also plan to create more strategic synergies with other universities, one per year.

4. Students
(ESG 1.4, 1.6, 1.7)

Areas of improvement and recommendations:

4.1	Mapping document which illustrates in which course each of the 11 points are assessed as having been met to a passing standard - 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.

HEI's response:

4.1. Done. Please see the detailed table in Annex 4.

5. Resources
(ESG 1.6)

Areas of improvement and recommendations:

5.1	Teaching and studying space - 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.
5.2	Disable access to studio - Consideration should be given to ensure full accessibility to studio for all.
5.3	Model making equipment - 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
5.4	Library books - 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.
5.5	Design studios - 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.
5.6	Programme profiling - Workshop, labs, and other technical equipment need to be improved and enriched.
5.7	University Buildings - 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.

HEI's response:

5.1. Done. Please do refer to the Annex 5 & 6, with images that are closer to what these spaces feel like, what their architectural character is, and how they are utilised. Lastly, both studio spaces from the beginning of the Programme, had been used continuously in a 24/7 basis.

5.2. Done. NUP has a strong policy for disabilities as it has already been discussed earlier. However, based on the committee's comments, access for all, to both studios, is planned by installing a lift platform and a Free curve chairlift (please see attached invoices in Annex 2).

5.3. Done. The following equipment has already been purchased for setting up fully equipped conventional materials workshops, as well as, contemporary technologies of model making (see attached invoices in Annex 2).

Namely:

- Metal Workshop (with work benches and a CNC machine)
- Wood Workshop (with work benches and tools appropriate for furniture and model making)
- 3D Printing Studio (2X3D printers)

- Laser Cutter for mdf/wood
- Two plotters
- 2D and 3D hot wire cutting and vacuum forming machinery

5.4. Done. Architecture publications are indeed part of the University Central Library. They constitute however a dedicated to Architecture separate section. It should also be mentioned that the architecture studios are located at a reasonable proximity to the Library. However, to somehow add a new dimension to the atmosphere and character of the studio spaces though, we provided in each studio a small area where some books and publications will be available for everyday reference.

5.5.   **Done.** Please refer to the point 5.1 for our response.

5.6.   **Done.** Please refer to the point 5.3. for our response to this matter

5.7.   **Done.** Indeed the quality of spaces, there atmosphere and comfort of the University, particularly in respect of the Education of Architects is essential. However, further specific actions are already taken by the University to upgrade the quality of its spaces, indoor and outdoor. Namely:

- New plans have already been approved for the complete refurbishment of the public areas of the Entrance Lobby and Cafeteria in order for these to be transformed into an open space offering multiple possibilities like exhibitions, conferences, presentations of students' projects, etc. This is expected to drastically improve the character of these spaces.

- A strategy has already being put into operation by the University, for upgrading all outdoor spaces, in terms of their landscape, but also in placing art installations throughout all spaces, indoor and outdoor. Most of these actions are based on the Department of Architecture's students' projects.

- Within that framework, objects and sculptures designed and made by Students of Architecture are already being installed in a patio of the campus, combined with a new aromatic plants garden, to form a sculpture garden. The aromatic plants garden is designed by third and fifth year students of Architecture, and will materialise with the support of the Cyprus Youth Organisation.

Please see images of other spaces of the University during events by the Programme of Architecture in Annex 6.

6. Additional for distance learning programmes
(ALL ESG)

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7. Additional for doctoral programmes
(ALL ESG)

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8. Additional for joint programmes
(ALL ESG)

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B. Conclusions and final remarks

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.

NUP comment:

First of all, we would like to confirm and clarify that of course, there is no option, for entry into year 5 and therefore no possibility of obtaining a Master's degree in one year of study.

Additionally, as already mentioned and pointed out additional equipment has been purchased in order to improve the students' knowledge and techniques.

We would like to thank the EEC for their invaluable comments and work provided both during the discussions held throughout the visit as well as within their evaluation report. We truly believe that their comments have helped us to strengthen and improve the profile of the Programme. Lastly, we wish to express that we are particularly pleased with the positive assessment in general and the valuable recommendations.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. Pantelis Sklias	Rector	

Date: 01.03.2022