

Doc. 300.3.1/1

Date: Date.

# External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**  
Frederick University
- **Town:** Nicosia
- **School/Faculty:** Engineering
- **Department:** Architecture
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**  
**Programme 1** – [Title 1]  
**In Greek:**  
Programme Name  
**In English:**  
Diploma Degree of Architect Engineer (Integrated Masters)  
**Language(s) of instruction:** Greek  
**Programme 2** – [Title 2]  
**In Greek:**  
**In English:**  
MSc Conservation & Restoration of Historical Structures & Monuments  
**Language(s) of instruction:** Greek and English  
**Programme 3** – [Title 3]  
**In Greek:**  
**In English:**  
PhD Architecture  
**Language(s) of instruction:** Greek and English



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



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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.*

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

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

Additional information requested was supplied quickly.



## B. External Evaluation Committee (EEC)

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

## 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**

*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.*

### **Findings for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)  
Overall, there is a detailed and consistent QA process in place

### **Findings for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments  
Overall, there is a detailed and consistent QA process in place

### **Findings for** [Title 3]

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

## **Strengths**

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

### **Strengths for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)  
Clear hierarchy and process for reporting on modules, programmes and departments, involving students and staff at all levels

### **Strengths for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments  
Clear hierarchy and process for reporting on modules, programmes and departments, involving students and staff at all levels

### **Strengths for** [Title 3]

PhD Architecture  
Clear hierarchy of course components and stages of student research development

## **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.*

### **Areas of improvement and recommendations for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- Matters of EDI (equality, diversity and inclusion) could be explicitly embedded in QA procedures and in staff awareness, and should be considered in relation to student performance.
- Although mechanisms for student evaluation of their programmes were described, we were not

provided with examples of this evaluation, or evidence of actions taken as a result.

- The Department and University could consider undertaking a student evaluation survey of their whole programme, to be enacted at the end of the degree being studied.
- The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

Areas of improvement and recommendations for [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

- Matters of EDI (equality, diversity and inclusion) could be explicitly embedded in QA procedures and in staff awareness, and should be considered in relation to student performance.
- The department should consider widening the scope of its understanding of conservation, particularly to take into account new and developing concepts of cultural heritage and its relation with society.
- Although mechanisms for student evaluation of their programmes were described, we were not provided with examples of this evaluation, or evidence of actions taken as a result.
- The Department and University could consider undertaking a student evaluation survey of their whole programme, to be enacted at the end of the degree being studied.
- The Department should ensure that detailed assessment criteria for each piece of assessment is explicitly available to students in the course documentation.

Areas of improvement and recommendations for [Title 3]

PhD Architecture

- A more explicit procedure for ensuring that matters of research ethics would be advisable
- A policy on authorship and intellectual property is required

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		[Title 1]	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant
1.3	Public information	Compliant	Compliant	Compliant



1.4	Information management	Compliant	Compliant	Compliant
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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**

*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.*

### **Findings for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

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

### **Findings for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

### **Findings for** [Title 3]

PhD Architecture

The Department has planned an appropriate staff:student ratio, which should enable a high quality learning and teaching environment to operate

## **Strengths**

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

### **Strengths for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

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

### **Strengths for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

### **Strengths for** [Title 3]

PhD Architecture

- Expertise of staff
- Planned staff:student ratio

**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.*

Areas of improvement and recommendations for [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

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

Areas of improvement and recommendations for [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

Areas of improvement and recommendations for [Title 3]

PhD Architecture

- The Department might like to consider exit points from the PhD programme on the rare occasion that a student is unable to complete their research studies.
- For the final evaluation, an external assessor should be included in the review committee.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>		
	[Title 1]	[Title 2]	[Title 3]



<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
<b>2.2</b>	Practical training	Compliant	Compliant	Compliant
<b>2.3</b>	Student assessment	Compliant	Compliant	Compliant



### 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**

*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.*

#### **Findings for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

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

#### **Findings for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

#### **Findings for** [Title 3]

PhD Architecture

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

## **Strengths**

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

### **Strengths for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

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

### **Strengths for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

### **Strengths for** [Title 3]

PhD Architecture

- Number, expertise and commitment of teaching staff

## **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.*

### **Areas of improvement and recommendations for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- The department could be more explicit about the contract status of its staff, particularly those who are employed on a part-time, “special teaching staff” status.
- A more formal consideration of student evaluation of teaching staff could be considered, possibly even linking this to annual staff appraisal.
- Although the Department has a very dedicated existing body of staff, it will need to carefully consider its future recruitment of staff in relation to EDI criteria and internationalisation.

### **Areas of improvement and recommendations for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

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

- A more formal consideration of student evaluation of teaching staff could be considered, possibly even linking this to annual staff appraisal.
- Although the Department has a very dedicated existing body of staff, it will need to carefully consider its future recruitment of staff in relation to EDI criteria and internationalisation.

Areas of improvement and recommendations for [Title 3]

PhD Architecture

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

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		[Title 1]	[Title 2]	[Title 3]
<b>3.1</b>	Teaching staff recruitment and development	Compliant	Compliant	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant	Compliant	Compliant
<b>3.3</b>	Synergies of teaching and research	Compliant	Compliant	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**

*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.*

##### Findings for [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- Clear policies and procedures are in place for: student admission, processes and criteria; student progression; student recognition; and student certification.

##### Findings for [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

- Clear policies and procedures are in place for: student admission, processes and criteria; student progression; student recognition; and student certification.

##### Findings for [Title 3]

PhD Architecture

- Clear policies and procedures are in place.

##### **Strengths**

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

##### Strengths for [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

n/a

Strengths for [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments  
n/a

Strengths for [Title 3]

PhD Architecture  
n/a

**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.*

Areas of improvement and recommendations for [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- The Department should encourage more students to take advantage of the Erasmus scheme.
- We support the moves being made to teach the MSc and the new PhD programme in both Greek and English. This has the potential to widen the range of international students taking the programme, and also to increase the international mobility and employability of graduates.
- We support the moves being made to develop a community of alumni from this programme and others within the Department.

Areas of improvement and recommendations for [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

- We support the moves being made to teach the MSc and the new PhD programme in both Greek and English. This has the potential to widen the range of international students taking the programme, and also to increase the international mobility and employability of graduates.
- We support the moves being made to develop a community of alumni from this programme and others within the Department.

Areas of improvement and recommendations for [Title 3]

PhD Architecture  
n/a

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>		
	[Title 1]	[Title 2]	[Title 3]



<b>4.1</b>	Student admission, processes and criteria	Compliant	Compliant	Compliant
<b>4.2</b>	Student progression	Compliant	Compliant	Compliant
<b>4.3</b>	Student recognition	Compliant	Compliant	Compliant
<b>4.4</b>	Student certification	Compliant	Compliant	Compliant



## 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**

*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.*

### **Findings for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

All necessary resources are in place with regard to: Teaching and Learning resources; Physical resources; Human support resources; and Student support.

### **Findings for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

All necessary resources are in place with regard to: Teaching and Learning resources; Physical resources; Human support resources; and Student support.

### **Findings for** [Title 3]

PhD Architecture

All necessary resources are in place with regard to: Teaching and Learning resources; Physical resources; Human support resources; and Student support.

## **Strengths**

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

### **Strengths for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- Small size of the department, the commitment of staff to their students, and the close relationship forged between them.
- Strong university-level student support and welfare services

### **Strengths for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

- Small size of the department, the commitment of staff to their students, and the close relationship forged between them.
- Strong university-level student support and welfare services

### **Strengths for** [Title 3]

PhD Architecture

- Small size of the department, the commitment of staff to their students, and the close relationship forged between them.
- Strong university-level student support and welfare services

### **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.*

#### **Areas of improvement and recommendations for** [Title 1]

Diploma Degree of Architect Engineer (Integrated Masters)

- A greater diversity of students, including international students, would be welcome.

#### **Areas of improvement and recommendations for** [Title 2]

MSc Conservation & Restoration of Historical Structures & Monuments

- A greater diversity of students, including international students, would be welcome.

#### **Areas of improvement and recommendations for** [Title 3]

PhD Architecture

- The programme should support international and external periods of research in order to broaden the scope and context of the students' research studies.

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

Sub-area		<b>Non-compliant/ Partially Compliant/Compliant</b>		
		[Title 1]	[Title 2]	[Title 3]
<b>5.1</b>	Teaching and Learning resources	Compliant	Compliant	Compliant
<b>5.2</b>	Physical resources	Compliant	Compliant	Compliant
<b>5.3</b>	Human support resources	Compliant	Compliant	Compliant
<b>5.4</b>	Student support	Compliant	Compliant	Compliant

## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1. Selection criteria and requirements**
- 6.2. Proposal and dissertation**
- 6.3. Supervision and committees**

### **6.1 Selection criteria and requirements**

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **6.2 Proposal and dissertation**

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

#### 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.*

Appropriate plans are in place for this new programme, including all aspects of selection criteria and requirements, proposal and dissertation, and supervision and committees.

#### Strengths

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

- Expertise of staff
- Good planned ratio of students:supervisors

#### 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 programme should support international and external periods of research in order to broaden the scope and context of the students' research studies.
- Although staff are keen to involve PhD students in staff's own research projects, care must be taken to ensure that students are given enough space, time and academic independence to

pursue their own projects, teaching activity and areas of research interest.

- The Department might like to consider exit points from the PhD programme on the rare occasion that a student is unable to complete their research studies.
- For the final evaluation, an external assessor should be included in the review committee.

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

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

No other final remarks.





**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
Iain Borden	
Koen Van Balen	
Laura Malighetti	
David Kalashnikov	
Elena Christodoulou	
Click to enter Name	

**Date:** 19 May 2021

