External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

Doc. 300.3.1/1

Date: Date.

● **Higher Education Institution:**

AMERICAN UNIVERSITY OF CYPRUS

● **Town: LARNACA**

● **School/Faculty: ARTS & HUMANITIES**

● **Department: DESIGN**

● **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – [Title 1]

In Greek:

//

In English:

 BA IN INTERIOR DESIGN

Language(s) of instruction: English

Programme 2 – [Title 2]

In Greek:

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In English:

 BA IN GRAPHIC DESIGN

Language(s) of instruction: English

Programme 3 – [Title 3]

In Greek:

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In English:

Language(s) of instruction: English

A.   Introduction

This part includes basic information regarding the onsite visit.

Given the current situation, an onsite visit was not possible. Therefore, an on-line site visit was arranged. It took place on the 8 of February 2021, starting at 10:00 am (EET).
This are the activities that took place during the on-line visit:
- Brief introduction of the members of the EEC;
- Meeting with the AUCY Rector and the Vice Rector of Academic Affairs;
- Presentation of the Department's structure;
- Presentation of the Interior Design Program;
- Presentation of the Graphic Design Program;
- Meeting with the members of the teaching staff;
- Meeting with the members of the administrative staff;
- Discussion on the virtual visit of the premises of AUCY;
- Final meeting with the AUCY Rector.

B.   External Evaluation Committee (EEC)

Name	Position	University
Lucia Rosa Elena Rampino	Professor	Politecnico di Milano
Karmen Franinovic	Professor	Zurich University of the Arts
Sofie Beier	Professor	The Royal Danish Academy
Rositsa Rouseva	Student	University of Cyprus
Name	Position	University
Name	Position	University

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:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *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*

- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *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]
Point 1.1: at present, the Policy for quality assurance is just declaration of intent. In the QUALITY ASSURANCE POLICY AND SYSTEM (p. 26 of the Department Application), the validation of new programs is described. Here the involvement of external reviewers is mentioned but not enough details are provided in this regard.

Point 1.3: since the Program is not running, and the website is not finalized yet, it is difficult to evaluate if "*clear, accurate, up-to-date and readily accessible information is published".* The same applies to the information management system.

Findings for [Title 2]
See above

Findings for [Title 3]
NA

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

Strengths for [Title 1]
Click or tap here to enter text.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]
NA

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]
The ECC invites the Department to pay attention to:
- clarify its offerings to potential students
- release an updated and complete version of the website
- correctly implement all the quality assurance procedures
- Set up an effective information management system

Areas of improvement and recommendations for [Title 2]
See above

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		[Title 1]	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Partially compliant	Partially compliant	Choose answer
1.2	Design, approval, on-going monitoring and review	Partially compliant	Partially compliant	Choose answer
1.3	Public information	Partially compliant	Partially compliant	Choose answer
1.4	Information management	Partially compliant	Partially compliant	Choose answer

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]

Since the Program is new, the evaluation of all the here listed sub-areas can be based just on the declaration of intents by the teaching staff. The opinion of students' for now is absent. In general, all these three areas were well addressed by the teaching staff, both in the application and during the discussion that took place on the occasion of the virtual visit.

Findings for [Title 2]

See above

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for [Title 1]

The relation between theory and practice emerges as one of the key points of the program.

Strengths for [Title 2]

See above

Strengths for [Title 3]

NA

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]

The ECC recommends more attention towards emerging teaching and research topics (e.g. basic programming skills, 3d printing) and the adoption of updated educational technologies. Also, attention to a better descriptive course naming is required (i.e. the title of some courses can better correspond to their contents).

Areas of improvement and recommendations for [Title 2]

The ECC recommends more attention towards emerging teaching and research topics (e.g. programming skills, web and app design) and the adoption of updated educational technologies. Also, attention to a better descriptive course naming is required (i.e. the title of some courses can better correspond to their contents).

All the offered elective courses are in common with the Interior Design Program. As a result, the majority of them have a focus on Interior Design rather than on Graphic Design. The ECC recommend to re-balance the list of elective courses.

Areas of improvement and recommendations for [Title 3]

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		[Title 1]	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Choose answer
2.2	Practical training	Compliant	Compliant	Choose answer
2.3	Student assessment	Compliant	Compliant	Choose answer

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]
At present, the teaching staff seems under-sized for the high number of expected students. The process of their selection is not described. Also, the process for selecting 8 more members of the teaching staff is described in a standard manner. The timing of such selection is not made explicit. The presence of visiting staff members is not addressed in the application. However, this issue was raised during the remote visit, and the intention to involve visiting professors was declared. The allocation of teaching hours to the actual teaching staff raises some doubts on the time they will manage to allocate to research.

Findings for [Title 2]
See above

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for [Title 1]
All the members of the teaching staff have a good track record. Many of them boast significant international experiences. Some of them have also experience as practitioners.

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Strengths for [Title 2]
See above

Strengths for [Title 3]
Click or tap here to enter text.

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]
The ECC suggests some reasoning on how to exploit the potentialities of distance learning, in the light of what happened during the COVID-19 pandemic. This not for substituting in presence teaching, but for complementing it in well-defined situations that can reinforce the program's international outreach.

Areas of improvement and recommendations for [Title 2]
This study program is lacking in teaching and research staff with backgrounds in graphic design. The ECC recommends to seriously address this issue in the upcoming recruitments.

Areas of improvement and recommendations for [Title 3]
Click or tap here to enter text.

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

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

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]
At present, the students' admission process is solely based on GPA. This seems in contrast both with the proper evaluation of aspirant designers and with the declared emphasis on soft skills (i.e., empathy, creativity, adaptability, work ethic).

Findings for [Title 2]
See above

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for [Title 1]
Click or tap here to enter text.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]

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]

For a proper evaluation of the potential of design students, the ECC strongly suggests asking for a portfolio. Moreover, to make the emphasis on soft skills something more than advertising, a setoff strategy to assess them already in the applicants may be found.

Areas of improvement and recommendations for [Title 2]

See above

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		[Title 1]	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Partially compliant	Partially compliant	Choose answer
4.2	Student progression	Compliant	Compliant	Choose answer
4.3	Student recognition	Compliant	Compliant	Choose answer
4.4	Student certification	Compliant	Compliant	Choose answer

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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.*

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- *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]

A description of several facilities and infrastructures was provided during the on-line visit (e.g. the library, the 2 PC labs with 20 desktops each, the Engineering lab, the IT infrastructure, the University Management System, the Student Information System). However, it is difficult to appreciate such resources remotely. The same goes for the teaching and learning resources, both for the need to evaluate them remotely and for the program being a new one.
In general, the ECC noted that a dedicated library for arts and design is missing. Moreover, it is unclear whether the library will be fully operating with an adequate number of books for the two design programs, by the time students will arrive.

Findings for [Title 2]

See above

Findings for [Title 3]

NA

Strengths

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

Strengths for [Title 1]

In some courses, a flipped classroom approach will be adopted.
Regarding students' mobility, it is clear that AUCY will sustain and encourage it. In this regard, two agreements for both students and professors exchange have been recently signed, with UMASS (USA) and CASS School of Business (Paris).
All the students will be given a camera to learn both analog and digital photography. They will learn how to develop photography.

Strengths for [Title 2]

See above

Strengths for [Title 3]

Click or tap here to enter text.

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]

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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At the moment, there are not yet labs and workshops for supporting students in materialising their concepts. This issue was raised during the on-line visit. The ECC wants to stress once more the importance of providing interior design students with both the ability and the possibility to do hands-on experiences.

Moreover, the lack of a library dedicated to design students raises some concerns. The ECC recommends addressing this issue properly.

Regarding students' support, since dyslexia is a common disability among design students, the ECC suggests defining a strategy to accommodate this student group.

Areas of improvement and recommendations for [Title 2]

The graphic design program would benefit from an increased number of teaching and workshop activities within programming, web design and app design.

Moreover, the lack of a library dedicated to design students raises some concerns. The ECC recommends addressing this issue properly.

Regarding students' support, since dyslexia is a common disability among design students, the ECC suggests defining a strategy to accommodate this student group.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

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

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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.

Click or tap here to enter text.

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

Sub-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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.

In general, the ECC suggests to develop a more concrete operational strategy at the university level. Indeed, the answers provided by both the Rector and the Faculty Dean to some specific questions posed by the ECC members were too vague.

The ECC deems important to create stronger synergies between the vision of the Faculty Dean and the vision of the Faculty members. In this regard, the ECC underlines the mismatch between the "master class approach" proposed by the Faculty Dean versus the team-oriented approach that emerged in the discussion with the Faculty members. For the ECC, creating stronger sinergies is fundamental to enable the successful implementation of the two programs. Also, the ECC recommends to put in place a fair division of the management workload among all the leaders of the process.

According to the ECC, AUCY overlooked both the visual quality of the website and the architectural quality of the campus. This can be a serious mistake, since both these qualities play a pivotal role in attracting design students. Therefore, the ECC strongly suggests to work on them both, with a focus on implementing the architectural quality and the overall atmosphere of the campus.

All that being said, the ECC appreciated the great energy and passion demonstrated by all the AUCY staff members. In particular, we reckon the value of the teaching team and of their expertise and experience. For this reason, we believe that the two applicant programs deserve to be accredited.

E. Signatures of the EEC

Name	Signature
Lucia Rampino	
Karmen Franinovic	
Sofie Beier	
Rositsa Rouseva	
Click to enter Name	
Click to enter Name	

Date: 11/02/2021