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

eqar/// enqa.

Doc. 300.1.2

Date: 01 October 2021

Higher Education Institution's Response

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

- **Town:** *Nicosia*

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

  In Greek:

  - Αρχιτεκτονική (4 έτη, 240 ECTS, Πτυχίο BAArch)
  - Αρχιτεκτονική (5 έτη, 300 ECTS, Μάστερ MArch)

  In English:

  - Architecture (4 years , 240 ECTS, Bachelor of Arts BAArch)

  - Architecture (5 years , 300 ECTS, Master, MArch)

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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. 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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) 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 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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*

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

Introduction

The Committee's comments are addressed in the corresponding sections below. Responses follow the comments made by the EEC (EEC's comments are indicated in the grey text boxes).

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

> *Findings*
> *Overall, there is a coherent and consistent QA process in place*
>
> *Strengths*
> *• Purpose-designed building and other physical resources*
> *• The limited number of students allows staff to monitor and measure the student progress closely and effectively*

Response:
The EEC has found the programme to be fully compliant in subareas 1.2 and 1.4, and partially compliant in subareas 1.1 and 1.3.

We are grateful for the Committee's positive comments. The Committee acknowledged that there is a coherent and consistent QA process in place. The intimate student-centred environment, the benefits of a smaller-sized teaching cohort and the quality of our resources were identified as strengths in the delivery of our programme of study.

*The following six points under areas of improvement have been broken into separate text boxes for clarity of reading.

> *Areas of improvement and recommendations*
> *• We are unclear as to how much of the QA system is publicly available, and the degree to which certain details specific to the Architecture department (such as the exemption from the requirement for all teaching staff to have a PhD) is also made explicit. Documentation supplied to the panel is detailed, but this does not appear to be publicly accessible.*

Response:
We welcome the EEC's comments for improvement and we have acted accordingly.

The Department's policy on Quality Assurance is now available on our website:
https://www.arc.unic.ac.cy/quality-assurance/

The QA system is included in the University of Nicosia Internal Regulations Chapter 13: Standards And Quality Assurance, which is available to the academic community.

Details specific to the Department, such as the exemption from the requirement for all teaching staff to have a PhD, are included in the University of Nicosia Internal Regulations Chapter 6: Faculty Matters And Policies. They are also included in the original application form under section "D.9, Recruitment and career advancement planning for academic staff" and specifically is paragraph 6.4.4 on Ranking and Promotion Criteria which states that: "For the faculty in the Departments of Architecture, Design & Multimedia and Music (including Dance), a Master's Degree is considered as a Terminal Degree. For the faculty of the Department of Architecture, a Professional Degree in Architecture is required". The qualifications criteria are in accordance with the law and regulations of the Ministry of Education and the CYQAA.

> • *Policies towards staff and students with disability are clear, but other categories of potential discrimination (gender, ethnicity, sexuality etc) should be equally explicit.*

Response:
We value the EEC's emphasis on these significant issues and confirm that the University of Nicosia has explicit policies towards other categories of potential discrimination. These policies are included in the "Institutional Values & Code of Practice" document, which can be found here:

https://www.unic.ac.cy/wp-content/uploads/unic_institutional_values_code_of_practice_booklet_2_003.pdf

> • *The panel was informed about the student evaluation occurring on a regular and informal basis, but we were not provided with evidence of any formal system. This may exist, but should be made more explicit in future documentation. This should included details as to how student anonymity is preserved.*

Response:
A formal student evaluation system exists and it is referred to in various parts of the submitted application form. Once every semester, students are asked to evaluate their experience at all levels (Course, Faculty, Infrastructure, IT provisions etc.), electronically via the Student Portal. Specifically the system is activated once at least 75% of the scheduled classes of each course are conducted.

In the interest of keeping evaluations qualitative, students can submit their feedback until examination period starts and results are only released to faculty 3 weeks after the examination period concludes.

Once released, evaluation results are presented to stakeholders anonymously, based on their level of access.

For example, a Dean of a School has access to view the overall results for his School/programmes under his School and Departments. A Department Head can access the results concerning his Department etc.

According to the Internal Regulations of the University the results of student evaluations are part of the Faculty Performance Appraisal and Faculty Self-Assessment process. Additionally, student evaluations are submitted to support faculty ranking and promotion applications.

Please refer to *Appendix 1* for sample screenshots from the student evaluation system on the Portal.

> • *Although learning outcomes are stated in module and programme documentation, there are no explicit assessment criteria by which grades are judged and awarded.*

Response:
Assessment criteria are listed on individual Course Outlines which are uploaded on Moodle (student portal) before classes start and are also introduced to students on the first day of classes. Additionally Assessment Guides are developed for each course that explicitly explain how grades are judged and awarded in line with the learning outcomes and types of assessment. An Assessment Guide sample is attached in *Appendix 2.*

> • *Admission criteria should be explicity available on the departmental website.*

Response:
The admission criteria are available on the Departmental Website:

https://www.unic.ac.cy/architecture-baarch-4-years/

https://www.unic.ac.cy/architecture-diparch-5-years/

> • *We recommend that systematic monitoring be made of marks and grades awarded in relation to gender, ethnicity and disability.*

Response:
We welcome the EEC's recommendation and share the belief that systematic monitoring should be made of marks and grades awarded in relation to gender, ethnicity and disability.

In fact, several mechanisms are in place to safeguard the awarding of marks and grades process, in both Faculty Portal and UNIC's Administration system. For example, stakeholders have direct access to grade distribution reports at the course/Department/School and campus level depending on their access level/position (i.e. Dean, Head, Coordinator, Faculty etc.). Although relevant reports on grade distribution based on gender, ethnicity and disability are currently available upon request, the Department of Academic Affairs will consider enhancing the reporting filters/options for ad hoc reports available to faculty in future system releases/updates.

The small scale of the Department of Architecture allows faculty members to effectively monitor the progress of students and overall class results and the end of each semester, by utilising the tools available via the UNIC Faculty Portal.

2. Student – centred learning, teaching and assessment
(ESG 1.3)

> *Findings*
> *Overall, the department is a small-sized and highly-focused operation, with a clear and appropriate concentration on the education of professional architects and related studies.*
> *The staff are highly motivated and committed, and have a dynamic and close relationship with students. Resources at the ARC building are very good.*
> *All of this results in high quality student learning and outcomes, for which the department should be commended.*
>
> *Strengths*
> *• Very strong and regular interaction between staff and students which contributes to high quality learning outcomes.*
> *• Regular engagement with international contributors ("University of Universities" project, ad hoc teaching sessions etc)*
> *• Engagement with local communities and issues*
> *• Participation in international competitions, workshops and site-based studies*

Response:
The EEC has found the programme to be fully compliant in subareas 2.1 and 2.2, and partially compliant in subarea 2.3.

We are grateful for the Committee's positive comments. The Committee has identified that the Department is a small-sized and highly-focused operation, with a clear and appropriate concentration on the education of professional architects and related studies. The EEC noted several major strengths of our programme, like the highly committed and motivated staff, the very strong and regular interaction between staff and students which contributes to high quality learning outcomes, our international collaborations and our participation in international competitions, workshops and site-based studies, and our engagement with local communities.

> *Areas of improvement and recommendations*
> *• Explicit assessment criteria should be developed, used and made available to students.*
> *•The panel was informed about the student evaluation occurring on a regular and informal basis, but we were not provided with evidence of any formal system. This may exist, but should be made more explicit in future documentation. This should included details as to how student anonymity is preserved.*

Response:
We welcome the EEC's comments for improvement and we have acted accordingly.

- Assessment criteria are listed on individual Course Outlines which are uploaded on Moodle (student portal) before classes start and are also introduced to students on the first day of classes. Additionally Assessment Guides are developed for each course that explicitly explain how grades are judged and awarded in line with the learning outcomes and types of assessment. An Assessment Guide sample is attached in *Appendix 2.*

- A formal student evaluation system exists and it is referred to in various parts of the submitted application form. Once every semester, students are asked to evaluate their experience at all levels (Course, Faculty, Infrastructure, IT provisions etc.), electronically via the Student Portal. Specifically the system is activated once at least 75% of the scheduled classes of each course are conducted.

In the interest of keeping evaluations qualitative, students can submit their feedback until examination period starts and results are only released to faculty 3 weeks after the examination period concludes.

Once released, evaluation results are presented to stakeholders anonymously, based on their level of access.

For example, a Dean of a School has access to view the overall results for his School/programmes under his School and Departments. A Department Head can access the results concerning his Department etc.

According to the Internal Regulations of the University the results of student evaluations are part of the Faculty Performance Appraisal and Faculty Self-Assessment process. Additionally student evaluations are submitted to support faculty ranking and promotion applications.

Please refer to *Appendix 1* for sample screenshots from the student evaluation system on the Portal.

3. Teaching staff
(ESG 1.5)

Findings
A small body of dedicated and committed teaching staff, who place student learning at the centre of their duties.

Strengths
• Commitment of staff and engagement with teaching
• Collaboration between staff
• Range of academic

Response:
The EEC has found the programme to be fully compliant with all subareas in this section.

We are grateful for the Committee's positive comments. The Committee identified that the programme is supported by a small body of dedicated and committed teaching staff who come from a range of academic backgrounds including international experience, and who strongly collaborate towards placing student learning at the centre of their duties.

Areas of improvement and recommendations
• Staff should be given explicit time allocation to undertake research duties, and so to continuously develop these interests in relation to teaching.

Response:
The EEC's recommendation is well received. As already stated under section "I.1 Research policy" and "Annex 5, Regulations and Procedures of Research Work" of the submitted application form, and discussed with the Committee during the visit, the University supports research by providing Research Time Release to faculty members who engage in research. Full-time faculty members may apply for Research Time Release (RTR) from their teaching workload when involved in research. RTR is granted by the Research Committee on an individual basis using the eligibility guidelines and criteria specified in the Internal Regulations [section 6.5, Policy on Research Time Release (RTR) from Teaching]. The relevant extract from the Internal Regulations is attached in *Appendix 3*.

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

> *Findings*
> *The BA/MArch programme is very well oriented towards the education and training of professional architects, and has appropriate admissions, progression, recognition and certification processes in place.*
>
> *Strengths*
> *• Purpose-designed building and other physical resources*
> *• The limited number of students allows staff to monitor and measure the student progress closely and effectively*

Response:
The EEC has found the programme to be fully compliant with all subareas in this section.

We are grateful for the Committee's positive comments. The Committee have found the BA/MArch programme very well oriented towards the education and training of professional architects, and acknowledged that appropriate admissions, progression, recognition and certification processes are in place. The intimate student-centred environment and the quality of our physical resources are identified as strengths in the delivery of our programme of study.

> *Areas of improvement and recommendations*
> *• Admission criteria should be explicity available on the departmental website.*

We welcome the EEC's comments for improvement and we have acted accordingly.

The admission criteria are available on the Departmental Website:

https://www.unic.ac.cy/architecture-baarch-4-years/

https://www.unic.ac.cy/architecture-diparch-5-years/

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5. Learning resources and student support
(ESG 1.6)

<u>*Findings*</u>
All necessary resources are in place, including physical facilities, teaching staff and student support services.
The department is able to request new resources via an appropriate university budgetary and support model, both on an annual basis and in response to more dynamic requirements.

<u>*Strengths*</u>
• Purpose-designed building and other physical resources
• Good ratio of teaching staff to the student body

Response:
The EEC has found the programme to be fully compliant with all subareas in this section.

We are grateful for the Committee's positive comments. The Committee has confirmed that all necessary resources are in place, including physical facilities, teaching staff and student support services. It has also identified that the Department of Architecture is adequately supported by the university budgetary and support model. The physical resources of our Department and the good ratio of teaching staff to the student body are considered as major strengths by the EEC.

<u>*Areas of improvement and recommendations*</u>
• More administrative support for the department would enable staff to focus on core teaching and research responsibilities.

Response:
The EEC's recommendation is well received. The Department of Architecture is supported by a full-time administrative officer and a student assistant who are located at the reception of the Architecture Research Centre building. Having said that, we have already informed the administration of the University about the EEC's comments so as to be considered for next year's budget.

6. Additional for doctoral programmes
(ALL ESG)

Findings
n/a

Strengths
n/a

Areas of improvement and recommendations
• The department should consider adding a PhD programme, as this will greatly contribute to the development of ongoing and innovative research, and which in turn will have benefits and synergies with the BA/MArch programme. If necessary, this could be considered on a joint basis with other institutions.

Response:
We welcome the EEC's comments for improvement and we share the belief that a PhD programme would contribute to the development of ongoing and innovative research, which in turn would have benefits and synergies with the BA/MArch programme. As discussed in the meeting and documented in the strategic plan of the Department of Architecture, the long term future development plan of the Department does include the introduction of further postgraduate programmes in academic areas of concentration and targeted expertise that will boost departmental dynamics and help further establish a recognisable identity for the Department. Our objective is to further enhance successful undergraduate courses, followed by innovative Master's level programmes. Longer term goals will pursue a focused increase of teaching and research faculty to match the targeted departmental growth and desired added dynamic, which will effectively support the introduction of a PhD programme.

The Department will explore the possibility of adding a PhD programme on a joint basis with other institutions, in line with the internationalisation strategy of the University of Nicosia.

Students interested in pursuing a PhD in the field of Architecture and Design can apply under the University of Nicosia doctoral programme (Doctor of Philosophy - PhD, 3 Years, 180 ECTS), which enables them to benefit from supervision within the Department of Architecture and other related disciplines.

The proposals for new programmes will be introduced following the guidelines and limitations of the CYQAA in relation to the number of applications submitted for new programmes from a single institution.

7. Eligibility (Joint programme)
   (ALL ESG)

Click or tap here to enter text.

N/A

B. Conclusions and final remarks

Overall, the department is a small-sized and highly-focused operation, with a clear and appropriate concentration on the education of professional architects and related studies, largely through the BA/MArch Architecture programme(s).

The staff are highly motivated and committed, and have a dynamic and close relationship with students. Resources at the ARC building are very good.

Additional administrative support would be beneficial, allowing academic staff to focus on core teaching and research responsibilities.

All of this results in high quality student learning and outcomes, for which the department should be commended.   .

Response:

We would like to thank the EEC for their professional and thorough work during the virtual visit. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation of the BA/MArch programme.

We note that the programme was found to be fully compliant in the majority of the sections. The EEC identified that the Department is a small-sized and highly-focused operation, with a clear and appropriate concentration on the education of professional architects and related studies, largely through the BA/MArch Architecture programme. In particular we are pleased that the EEC noted several major strengths of our programme, like the commitment and high motivation of staff, the intimate student-centred environment and the quality of our resources.

We do welcome the Committee's recommendations for improvements, which will enhance the quality of our programme. The recommendations, which refer to further development and the potential academic success and growth of the programme of study, are seriously taken into account. We addressed each recommendation separately in the appropriate sections above. As evident in our responses, we are committed to taking active steps to incorporate the EEC's suggestions into considering aspects of our existing and potential new areas of operation.

The EEC's recommendation regarding additional administrative support is well received and action has already been taken, as described in our response under section 5.

We would like to reiterate our appreciation to the EEC members for their positive evaluation and excellent feedback. The EEC positively concluded that all of our operations result in high quality student learning and outcomes, for which the Department should be commended. These remarks give us confidence to continue our work and strive for excellence.

C. Higher Education Institution academic representatives

Name	Position	Signature
Markella Menikou	**Head of the Department of Architecture / Programme Coordinator**	
Angela Kyriacou-Petrou	**Associate Head of the Department**	
Prof Klimis Mastoridis	Dean	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 01 October 2021

Sample screenshots from the student evaluation system on the University of Nicosia Portal

⭐ Faculty Evaluation

Academic Period	School ℹ️	Department ℹ️
🎄 Spring 2021 ▾	Filter by school(s) ▾	Filter by department(s) ▾

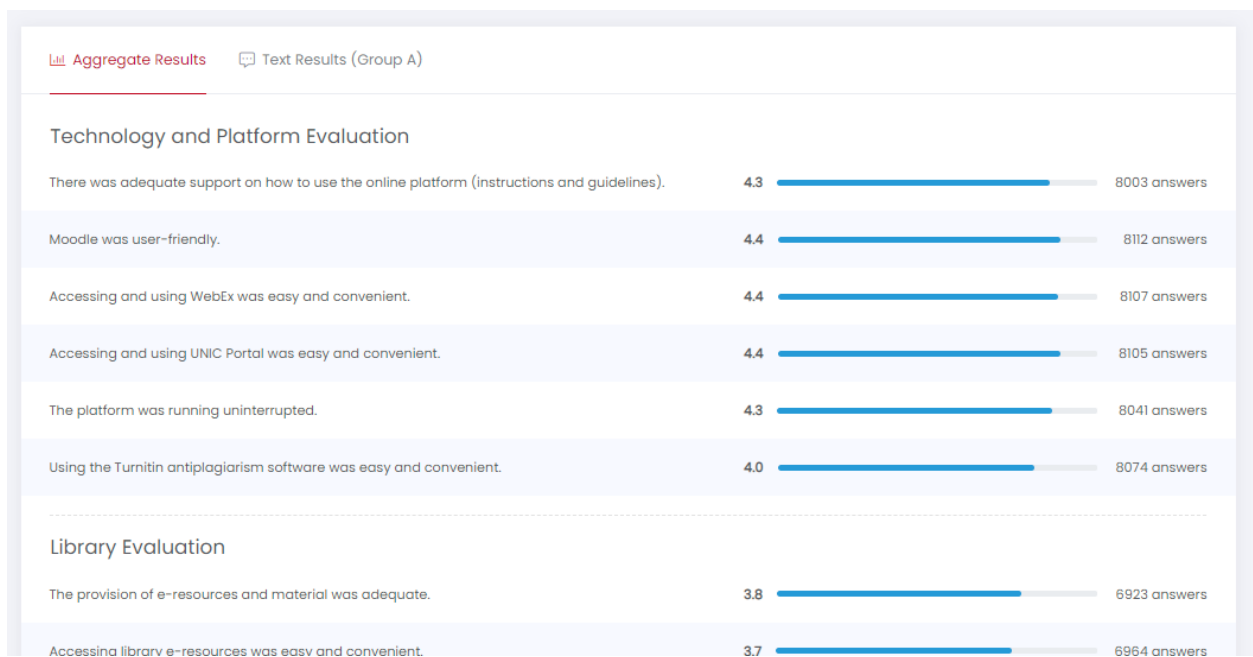| Programme ℹ️	Course	Lecturer
MEDD9 - Ειδική Αγωγή και Εκπαίδευση - DL ▾	Filter by course(s) ▾	Filter by lecturer(s) ▾

ACTG - Accounting (BSc)
ACTGD - Accounting (BSc) - DL
ARCH - Architecture (DipArch - Professional Diplom

Add Filter Group

📊 Aggregate Results   💬 Text Results (Group A)

Technology and Platform Evaluation

There was adequate support on how to use the online platform (instructions and guidelines).	4.3	8003 answers
Moodle was user-friendly.	4.4	8112 answers
Accessing and using WebEx was easy and convenient.	4.4	8107 answers
Accessing and using UNIC Portal was easy and convenient.	4.4	8105 answers
The platform was running uninterrupted.	4.3	8041 answers
Using the Turnitin antiplagiarism software was easy and convenient.	4.0	8074 answers

Library Evaluation

The provision of e-resources and material was adequate.	3.8	6923 answers
Accessing library e-resources was easy and convenient.	3.7	6964 answers

Question: Comments about the Technology and the Platform (691 Responses)   +

Question: Comments about the Library (522 Responses)   +

Question: Comments about the Distance Learning Administration support (458 Responses)   +

Question: Comments about the Distance Learning Technical/LMS support (499 Responses)   +

Question: Comments about the Course and the Material (986 Responses)   +

Question: Comments about the Faculty Member (1524 Responses)   +

COURSE CODE: ARCH 201 ARCHITECTURAL DESIGN II
FALL 2019
LECTURER: MARIA HADJISOTERIOU & MARKELLA MENIKOU

Assessment Guide

The main objectives of the course are to:

1. Introduce and explore the idea of mapping and narrative as a design generator.
2. Focus in exploring the community at micro level.
3. Develop responses to the site requirements (social /cultural /physical) with the user at the core of their design decisions.
4. Explore moments of a building, materiality, light, environment and the city.
5. Emphasise an appreciation of scale and the importance of studying different scales simultaneously.
6. Work with a site specific project. Site analysis and mapping are at the core of the studio.
7. Introduce students to the notion that a building may mediate between the scale of humans, of the city and the environment.
8. Use the section beyond just as a representation tool but rather as a critical generator of strategic decisions.
9. Examine the connection between abstract design principles and the physical and visual environments.
10. The use of sequential sections relates to the idea of movement.
11. To examine the connection between abstract design principles and the physical and visual environments.
12. Present, and discuss effectively their concepts, analysis and implementation

LEARNING OUTCOMES

After completion of the course students are expected to be able to:

A. Knowledge
1. Comprehend the diversity of form and spatial strategies
2. Apply methods of mapping as a site analysis tool
3. Comprehend the potential role of a narrative in the design process

B. Creative & critical thinking
4. Critically analyse case studies and translate findings into ideas and concepts.
5. Examine and interpret site conditions in relation to the natural and built environment, materiality, boundaries, users, social issues, activities, usage of space, privacy issues, objects, ambience and immaterial qualities of space.
6. Compose narratives as design generators.
7. Identify and assess different formal propositions, plan layouts, sectional solutions, site specific ideas.
8. Develop design intentions via testing through drawings and models at various scales simultaneously.
9. Consider basic tectonic systems and materiality strategies as integral parts of design propositions.

C. Communication
10. Use appropriate representation and presentation tools, including mixed media techniques and mappings, for recording existing site conditions and developing design proposals.

11. Utilize the section as a critical generator of design decisions

D. Leadership
12. Cooperate with other students as a member of a design team
13. Critically discuss and debate topics that arose during the course
14. Demonstrate competence in communicating ideas and design proposals to their peers, tutors and external critics

Assessment Type		Duration	%	Course learning objectives	Learning outcomes
1	Project 1: Site analysis – mapping	3.5 weeks	25%	1,3,4,5,6,8,10,11	A1,2, B4,5 C10,11 D12,13,14
2	Project 2: Programme narrative – intervention	2.5 weeks	20%	1,2,3,6,11	A1,3, B4,6,8, C10, D12,13,14
3	Project 3: Main design project (proposition)	6 weeks	40%	3,4,5,7,8,9,10,11	B4,7,8,9, C10,11, D12,13,14
4	Library research, Attendance + Participation, sketchbook development	During the semester	15%	1,5,7,11	A1,2 B4,7 D12,13,14

PROJECT 1 – REDEFINE THE SITE / OBSERVE & REINTERPRETE [duration 3.5 weeks] 25%

SITE: OBSERVATION →REPRESENTATION → INTERPRETATION → SPECULATION

The notations, drawings and photos produced during and after the site visit will constitute some of your most direct forms of knowledge about the future project. The structure of actions followed in accumulating this information is as important as the content. The creative mapping of information establishes both the terms of individual investigation and the field within which ideas will be developed.

The intent of the visit will be to:
- Clarify the site's processes as a system or multiple systems.
- Explore a limited area, not only as a material inventory of elements, but as a network of interactive processes and transformative fields of overlapping phenomena.

- Define the site through an exploration of movement in the site (scale, senses, position, user, circulation…)

You should make observations about the site information collected/produced and record them in an interpretive way. Your aim is to demonstrate your understanding of the importance of the data collected. Use mark-making exercises to explore the potential of the site and represent/communicate your observations and understanding. You will need to observe, record, consider and describe the existing structure of the site and the different possibilities of using it.

Key issues/ methods:
characterization of extant construction and space, abstractions of the site in diagrammatic form (site reconstructed in abstract form), physical facts of the context translated into architectural elements, consideration of the site as an experiential landscape identifying views out as well as approaches offering views in, aspect/orientation, boundary/edge, journey, enclosure, surface, level/critical datum etc.
Clarity of thinking and clarity of marking is very important.

Techniques (site visit)
- **Sequential sectional sketches (no. 10 ONLY for every student):**
  Choose a rule/unit of measure (e.g. steps, objects, time, use etc)
  Transform the site's structure into a sequence of *variations**
  Represent vividly the materiality of the local moment in each sketch
  Map your representation moments on the map (mapping)

Techniques (following site visit)
- Arrange/represent the record of your own tactics of site exploration (sketches, photos, graphic/verbal notations) **First initial mapping.**
- Focus on *transitions** relevant to your own speculation
  Draw, measure, explore
- Create a new set of notations about relationships and change, connectivity and transitions across the site:
  - Density
  - Time
  - Edges/boundaries/enclosures/thresholds
  - Expanses at different levels
  - Lightness/darkness
  - Public / Private
  - Action(body) /Contemplation (mind)

  * Variations + transitions as conditions of relationship and change. These can deal with:
  - Boundaries / edges / enclosures / permeability
  - Grounds (location, thickness, materiality, construction, visibility, mass/void)
  - Spaces (scale, expanse, light/dark)
  - Nature (location, density, visibility, species)
  - City (scale, urban fabric, public, private, sound, location, facade)
  - Infrastructure (mobility, pedestrian, vehicles, pipes, entrances…) `
  - Movement (Static or kinetic, mechanical/gravity).

ASSESSMENT CRITERIA		
Project 1: REDEFINE THE SITE / OBSERVE & REINTERPRETE 25%	Course learning objectives	Learning outcomes
Quality of material and depth of observations gathered from the site visit	1,2,3,4,5,6,8,10,11	A1,A2, B4,5, C10,11 D12,13,14
Development of the Sequential sectional sketches into sectional mapping observations	1,3,4,6,10	A1,2, B4,5 D12,13,14
Ability to abstract site information in a diagrammatic form [mapping information]	1,3,4,6,10	A1,2 / B4,5, D12,13,14
Identify the site as a network of interactive processes and transformative fields of overlapping phenomena	3,4,6,10	A1, 2 B5 D12,13,14
explore the potential of the site and represent/communicate specific observations and understanding	1,3,4,6,10,11	A1,2 B4,5 D12,13,14
Translate physical facts of the context into architectural elements	1,3,4,6,7,10,11	A1,2 B4,5
Quality of drawings [sectional and plan strips mapping]	1,6,8,10	A1,2 B4,5 D12,13,14
Quality of oral presentation	12	D14

……………….

PROJECT 2

EXISTING NARRATIVES IN THE SITE = INHABITATION PRACTICES (HOW THE SITE IS INHABITED/EXPERIENCED/APPROPRIATED BY THE USERS/INHABITANTS/VISITORS)

Basic parameters: Setting (specific topologies, qualities of the landscape, mappings)
                     People/users (ages, groups, residents of the area, visitors)
   Plot (activities, routes, events)

Outcome: networks of actions, nodes where different routes/activities meet, poles of events and their impact on their surroundings (within the site and at the periphery)

Important factors:
-   How the specific topology (enclosures, light/shadow, introvert/extrovert, accessibility, materiality of the ground, noise/quietness, visibility) affects the ways the

site is inhabited / How the inhabitation practices are related to the qualities of the site

- Patterns of inhabitation in time (repeated actions, rhythm of activities, same location with different activities depending on the day/hour, individual activities happening rarely, permanent/temporary activities)

- Patterns of inhabitation in place (activities related to the specific topology are repeated every time you encounter the same topology, how every activity affects the others, what are the connections between different activities, how different activities overlay, what activities cannot take place at the same time with others, activities that exclude others)
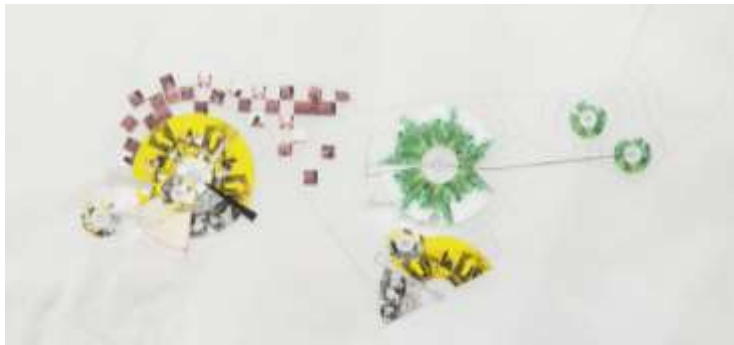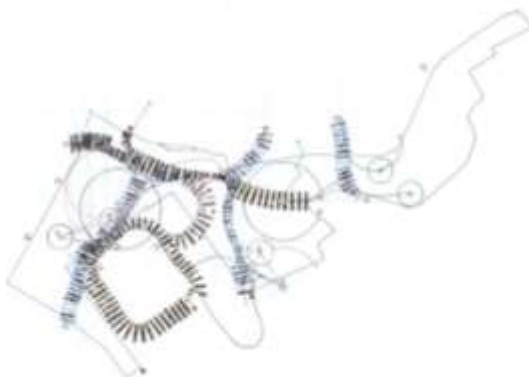

Output for next class

- A 2D mapping (A1 size paper) of existing narratives, related to the observations of the first project (habitation patterns connected with a specific characteristic of the site).
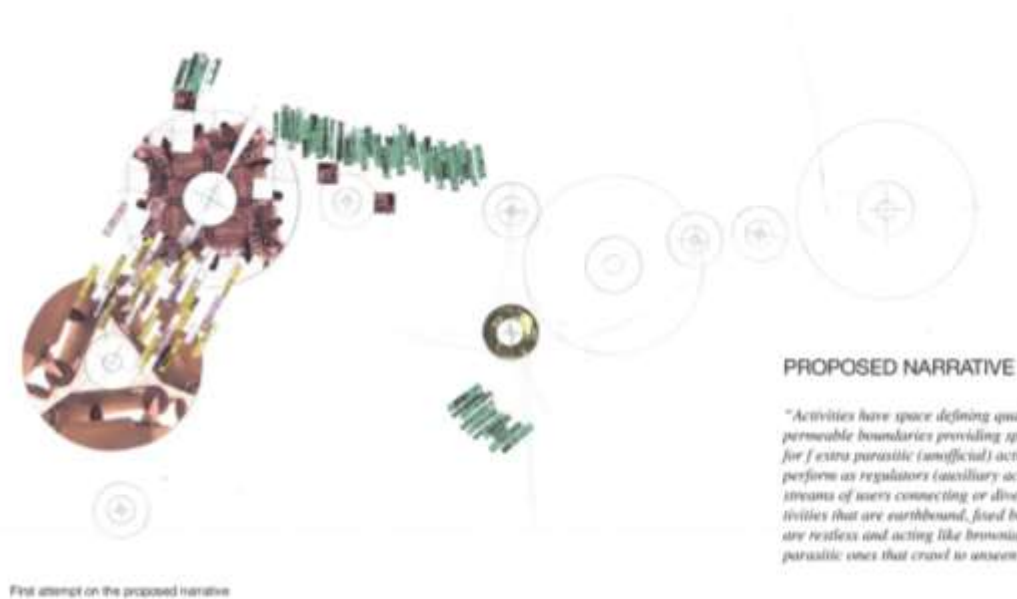
Students have to document the existing narratives through producing a photography mapping. You are allowed to only capture twenty frames (20 photos) and manipulate them accordingly to communicate your findings. (the new mapping should be layered above the project 1 mapping with plan strips)

-Process diagrams

-Write a 50 words text describing your existing programme narrative.

PROJECT 2B - PROGRAMME NARRATIVE/ SCENARIOS OF INHABITATION / INTERVENTION

PROPOSED NARRATIVE

"Activities have space defining qualities. They sometimes act as soft/ permeable boundaries providing space in their cavities of inactiveness for [extra parasitic (unofficial) activities to occure. Other times they perform as regulators (auxiliary activities) controling and manipulating streams of users connecting or diverting their routes. There always activities that are earthbound, fixed but neutral or maybe not; while others are restless and acting like brownian particles. Of course there these parasitic ones that crawl to unseen spaces always lurking..."

First attempt on the proposed narrative

You are required to propose a programme intervention arising from your contextual studies.
The event narratives/ scenarios are to take place on the site.
The only proviso (requirement) is that it must engage the public in one way or another, it must have a social agenda, it must give energy back to the site and it must introduce at least two new programmatic insertions.
You should seize this opportunity to interpret imaginatively potential themes that in turn suggest poetic solutions (within the contemporary city) rather than resort to pedestrian conclusions.
You may consider for example that the intervention:

- Actively promotes access / re-organises movement / level and degree of visibility
- Announces, engages and exchanges information, services, activities with the public

Process:
- The arguments from your project 1 should be clearly stated. Every student should by now produce at least one 2D or 3D mapping (either from the sketches or photographs exercise)
- Develop an understanding of programme that energizes social interaction/inhabitation through case studies
- Develop a program narrative through multiple diagramming + explore possibilities for intervention
- Programme should be described as a series of verbs

Outcome:
- Write a new 50 words text describing your proposed programme narrative.
- Communicate your intervention via a series of physical scratch models +2D

PROJECT 2: Existing Narratives In The Site / Programme Narrative/ Scenarios Of Inhabitation / Intervention 25%	Course learning objectives	Learning outcomes
Quality of parameters observed and gathered [Setting & People/Users & Plot]	1, 2, 3, 5, 6,7,11	A1,2,3 B4,5,6 C10 D12,13
Ability of organising gathered parameters into networks of actions, poles of events and their impact on their surroundings (within the site and at the periphery) onto a narrative map	1,2,3,5,6,7,11	A1,2,3 B4,5,6 C10 D12,13
ability to compose a proposed narrative map based on the critical evaluation of the observations of the existing narrative	1,2,3,4,6,7,9,11	A1,2 B5,6,9 C10, D12,13
Quality of drawings: 2D narrative mapping [existing and proposed narrative]	1,6,8,10	A1,2,3 B5,6 D12,13,14
Ability to communicate the narrative in a written form [50 words]	1,2,6,9,12	A1,3 B4,5,6 D14
Process of Developing narrative mapping and critical accessing the findings	1,2,3,4,6,7,9,11	A1,2,3 B5,6, C10 D12,13,14
Quality of oral presentation	12	D13,14

PROJECT 3 [40%] - PROGRAMME DEFINITION AND DEVELOPMENT INTERTWINED WITH CONTEXTUAL STUDIES

The programme comprises a small urban Youth Hostel and Market Area together with individual programmes (2 activities) that have arisen out of Project 2 (proposed narrative). The redesign of the existing temporary event space should be thought together with the new introduced programmes.

Programmatic requirements:

The programme below should be thought under the scope of every student's individual proposed narrative.
The programme includes a **cafeteria/restaurant**, an **outdoors small cinema**, an event space, a **market area**, an **observatory** and **living units** together with at least **two individual programs** (2 activities) that have arisen out of Project 2 (proposed narrative).

It is expected that all students will interrogate the brief in relation to the interest areas arising out of Project 2 and formulate personal arguments relating to a programme position.

An understanding and interpretation of the nature of each function is required in addition to strategies for their integration on site. In considering program it is important to reflect on the idea that you are exploring the possible culture of the constructed site so you will need to relate your exploration to your site studies.

The programme is currently introduced as a schedule of primary activities:

-sleeping (group sleeping /private sleeping/family sleeping/disabled person sleeping)
-resting
-eating/preparing food
-bathing/showering/using the toilet
-working
-selling
-meeting
- gathering informally
- observing
-watching a movie
-performing

workshop in class….

-Update your proposed narratives with the new activities (as verbs). Choose an area within the site from your proposed narrative that you will concentrate on (about 1/3rd of the site). Produce a series of diagrams as overlays on your proposed narratives.

Neufert , Architect's metric handbook

_ PROGRAMME BRIEF
The program is currently introduced as a schedule of spaces and key requirements. *However, it is emphasized again that all students will interrogate the brief in relation to their personal interests and program positions. The following requirements are extracted from a generic brief and are introduced for guidance purposes; not to be followed blindly!*

Schedule of spaces

1. **Restaurant _ cafeteria**

It should accommodate around 50 people inside and 100 people outside and be easily accessible from a parking place and to take into consideration views.

Functions	No	M2/ unit	Total m2
Interior space for sitting	1	70	70
bar	1	15	15
Kitchen	1	30	30
Storage _ food	1	6	6
Storage _ furniture	1	10	10
w.c _ personnel	2	15	30
w.c_ guests	2	15	30
w.c _ handicapped	1	20	20
Exterior sitting area for 100 people			

2. **Open air cinema:**

See the open area cinema as an overlapping activity of the cafeteria area; they should share facilities. The Cinema can accommodate up to 100 seats. For the projections there is the need of a projection wall and an elevated projection room (15 m2). The latter could be part of the cafeteria. A storage room is needed for the chairs (15m2).

3. **Observatory:**
   The observatory should be thought of within the concept of the narrative.

4. **Youth Hostel - temporary living units:**
   - Reception/Office
   - *Lounge/Dining Room*
     Capable of accommodating seating diners and area for sofas and relaxed sitting.
     Additional storage furniture, bookshelf & TV point.
   - Kitchen/self-catering
   - *2 double bedrooms (Fully Accessible by disabled persons)*
   - *4 twin rooms (2 should have the option to connect to accommodate a family of 4 persons)*
   - Dormitories / Sleeping Accommodation at least 10 units/beds
   - Storage and laundry room
   - Showers, WC's & Washing Facilities
     Separate Male & Female individual shower & wc facilities.
     Ratio of facilities to beds must be a minimum of 1:8.
     Access to bath/shower rooms from bedrooms/dormitories through public areas, e.g. lounge, dining room, reception etc is not acceptable.

5. **Market Area**
   A small Market area (to be defined in relation to the proposed narrative)
   -market area –interaction with public needed
   -working area for the professionals at the market (working space for 6 users)
   - the market area should connect to other programmes and share facilities (e.g toilets)

6. **Event space**
   An event that can accommodate the existing events take place in the site and allow for other possible *activities to co-exist periodically.*
   -It can be combined with other activities, from the proposed narrative, in a hybrid condition, extend to other areas of the site or be enhanced in the existing one.
   -Entrance and control of the event area should be thought of and designed.

   Part of your intervention should be anchored in a void (empty plot/ empty space) between the site and the city.

Project 3: PROGRAMME DEFINITION / DESIGN PROPOSAL 40%	Course learning objectives	Learning outcomes
Ability to associate of the design proposal to critical issues that arose from the mapping investigation of the site	1,2,3,	A1,2 B4,5,
Ability to associate the design proposal to critical issues that were discussed and addressed in the proposed narrative		A1,3 B4,5,6 C10
Response to the programmatic brief	6,7,8,9,10,11,	A1 B4,5,6,7,8 C10
Design development and resolution at various scales	5,6,7,8,9,10	A1 B4,5,6,7,8,9 C10
Ability to address through a design proposal the notion that a building may mediate between the scale of humans, of the city and the environment	2,3,4,5,6,9,10	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13
Spatial investigations through development of study models	4,5,6,7,8,9,10,11	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13
Program spatial requirements investigation and placement on site	3,4,5,6,7,8,9,10	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13
Ability to Develop and communicate an architectural proposal as an overall system of intervention composed of architectural elements.	1,2,3,4,5,6,7,8,9,10,11,12	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13,14
Ability to link the three projects together and communicate through diagrams/ the generation of the architectural proposition in relation to projects 1 and 2 and the overall system.	1,2,3,4,5,6,7,8,9,10,11,12	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13,14
- Conceptual diagrams and development models of the proposition (including research and precedent analysis)	11,12	A1,2,3 B4,5,6,7,8,9 C10,11 D12,13,14
Quality of presentation drawings	8,9,11,12	D14
Quality of sectional models	8,9,11,12	D14
Quality of oral presentation	12	D13,14

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Note: Assignment 4: Library research, Attendance + Participation, sketchbook development is evaluated during the semester under the work produced in all 3 projects.

Final presentation output requirements	Assessment checklist
1. Project 1	
- Final sectional mapping (10 each student)	
- Final mapping (sequential sectional sketches)	
- Process work and 3d models	
-cognitive map	
2. Project 2	
- programme narrative existing and proposed communicated in 2D and 3D mappings (photography mapping techniques)	
- 100 word written existing narrative + 100 word written proposed narrative	
- output from in-class workshop *'speculative spatial drawings'*	
- output from in-class workshop *'sections with architectural elements'*	
- output from in-class workshop *'scratch models'* (access – movement – student's investigation)	
- research and precedent analysis	
3. Project 3	
- general development study models and diagrams communicating all the steps of development - from abstract placement of the program to the development of a system of intervention (architectural elements) up to insertion of the given program in the overall system.	
- diagrams/ models that explain the generation of the architectural proposition in relation to projects 1 and 2 and the overall system.	
- Conceptual diagrams and development models of the proposition (including research and precedent analysis)	
- four sequential sections at 1:200 scale	
- four moments in collage with the existing site (using techniques from in-class art workshop)	
- four sectional models at 1:200 scale with different connecting options	
- four plan strips at 1:200 scale on the site with different connecting options.	
Additional comments	

6.5 Policy on Research Time Release (RTR) from Teaching

6.5.1 Rationale

All faculty members are expected to be involved in research as part of their duties. To facilitate their ongoing involvement in major research activities and projects, full-time faculty may apply for Research Time Release (RTR) from their teaching workload when involved in research. The office of Vice-Rector for Faculty and Research (VRFR) administers and supervises the RTR procedure.

RTR will be granted by the Research Committee (RC) on an individual basis using the eligibility guidelines and criteria specified in this document.

6.5.2 Eligibility

Teaching Research Faculty (TRF)

Full-time Teaching Research Faculty (TRF) who engage in academic research may apply for 3 or 6-hour RTR in their teaching load by submitting the Application Form and an up-to-date CV.

Special Teaching Faculty (STF)

STF may normally apply for a 3-hour RTR if they are formally engaged in doctoral studies and are carrying out doctoral research. Only in special cases, will RTR be granted for non-doctorate related research.

Doctorate-related RTR may be extended for a period up to 5 years, subject to a satisfactory annual progress report and upon the recommendation by the doctoral student's faculty advisor.

In the last year of doctoral studies, the faculty may apply for an additional 3-hour RTR (total of 6 hours), if so warranted. Such release may be claimed only once.

6.5.3 Application

A hard copy of a completed Application Form accompanied by an up-to-date Curriculum Vitae (CV) must be submitted to the Office of the VRFR by the specified deadline. No application forms will be accepted after the deadline. Faculty members may be invited to a short meeting with the RC if deemed necessary.

Faculty members who will request RTR for externally funded research must also submit a copy of the funded grant proposal with relevant documentation showing their involvement.

Those who have been granted or will request RTR for their PhD Thesis must also submit the following documents as appropriate:

(a) Copy of their initial registration in a doctoral program.
(b) A letter from their doctoral supervisor stating the project and/or progress or stage of the applicant's research together with a brief description of the remaining work to be undertaken and the expected time for completion.

(c) A letter describing what has been achieved in the previous academic year as well as a statement of what is expected to be achieved in the following year.

6.5.4 Evaluation of Applications

Applications will be evaluated by the RC based on the research activities and the faculty member's past research record as documented on the CV. The criteria apply to all Schools, but each School may weigh the criteria in the light of departmental specificities and needs.

Minimum Requirements for 3-Hour RTR

- Approximately and on average 1 to 2 research publications per year, depending on the field and the nature of the publication. The publication may take any of the following forms: a chapter in a refereed book, an article in a refereed journal, publication in international refereed conference proceedings. Evidence (letter of acceptance, reviewers' comments) should be submitted. Also, award of a research grant as a primary investigator or major collaborator and submission of a well-documented research grant proposal (such submission may be counted only once) may justify a 3-hour Research time Release.

- Documented record of progress of research for faculty members engaged in PhD research.

Minimum Requirements for 6-Hour RTR

- In addition to the minimum requirements for the three-hour teaching time release, faculty members are expected to show a sustained record of research and scholarly activity over a period.
- Research output significantly above the requirements for the three hours release, or if the faculty members are involved in a major project requiring a heavy toll on their time, may justify allowance of a further three hours teaching release.
- Faculty members engaged in creative work are expected to show a sustained record of creativity in art and design, music or literature, mass media (e.g. television, cinema, etc.), published or publicized in forums of acknowledged standing over the last five years.
- In the case of co-authorship in any of the above publications there must be indication of substantial contribution/involvement of the applicant.

N.B. For cases falling in between 3- and 6-hour RTR, the faculty members may be granted 9 hours RTR per year (6 hours for one semester and 3 hours for another semester).

6.5.5 Research Time Release Process

1st week of February   The VRFR announces the initiation of the RTR process and the appropriate deadlines.

Mid-February   Faculty members submit the application material to the VRFR, who then formulates and chairs the RTR Committee. All applications are then forwarded to the RTR Committee.

End of February applications.   The RTR Committee meets and evaluates all

Mid-March   The RTR Committee prepares the lists of faculty members and time release granted. A brief rationale is given for not granting the requested RTR. The VRFR announces the RTR results and the deadline for appeals.

End of March   Letters of appeal are sent to the Office of the Rector.

Mid-April   The VRFR is responsible for coordinating the Appeals Committee meetings and for giving the notifications on the Appeals Committee decisions.

Copies of the Application forms, list of hours allocated, and letters of appeal are kept by the Heads of Departments, the Dean's Office and the VRFR.

6.5.6 Policy for Appeals

Faculty members have two weeks after the announcement of the results of their Application to appeal to the Appeals Committee by sending a letter to the Office of the Rector.

In this letter, the faculty members must justify the disagreement with the decision of the Research Committee and provide any further relevant documentation that supports their argument.

The Appeals Committee reviews the application and the appeals letter and decides as to the outcome of the appeal in light of the new evidence, documentation or information supplied. The decision of the Appeals Committee is final.
The decision of the Appeals Committee is announced to the faculty member by the VRFR.