Doc. 300.3.2

Higher Education Institution's Response

(Departmental)

Date: 01 October 2021

- **Higher Education Institution:**
  University of Nicosia
- **Town:** *Nicosia*
- **School/Faculty:** *School of Humanities and Social Sciences*
- **Department:** *Department of Architecture*
- **Programme(s) of study under evaluation Name (Duration, ECTS, Cycle)**

Programme 1
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)

Programme 2
In Greek:
Σχεδιασμός Εσωτερικών Χώρων (4 έτη, 240 ECTS, Πτυχίο)
In English:
Interior Design (4 years, 240 ECTS, Bachelor of Arts)
Programme 3
In Greek:
Programme Name

- **Department's Status:** *Currently Operating*

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*

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

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

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*

- *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. Departmental Responses follow the comments made by the EEC (*EEC's comments are indicated in the grey text boxes*).

1. Department's academic profile and orientation

> **Sub-areas**
>
> 1.1 **Mission and strategic planning**
> 1.2 **Connecting with society**
> 1.3 **Development processes**

1.1 Mission and strategic planning

1.1.1 Although a developed and coherent mission statement was included in documentation and during presentations to the panel, this information is not fully included in departmental websites, brochures and other public-facing media. The department is also advised to consider ways to measure their achievement against objectives and goals identified in the mission statements. Key performance indicators (KPIs) would be useful here.

1.1.2 and 1.1.3 Although the department is aware of its current situation and challenges, an explicit strategic plan for future years is not so evident. The department is very dynamic in their current operation, but have yet to translate this into future-oriented planning. An explicit forward-facing strategy should be developed.

Response:

1.1.1 The Department values the positive and encouraging remarks made by EEC regarding the evidence of a developed and coherent mission statement. We welcome the EEC's comments for improvement, and we have acted accordingly. The Department's mission statement is now available on the Departmental Website:

https://www.arc.unic.ac.cy/mission/

We welcome the EEC's recommendation and understand that, while our mission statement sets out a number of objectives for the Department, systematic tracking of departmental objectives as measurable outputs will help to clarify the successful achievements against areas that may need further improvement. The Department has established internal mechanisms to determine the effective realization of targets set out in the mission statement and the strategic plan. Implementation of the development strategies are monitored through the participation in the various committees at the programme, Department and School levels, particularly in relation to; showcasing current strengths, increasing visibility, collaborating with international researchers and monitoring research outputs.

1.1.2 and 1.1.3 The Department's Strategic Plan for the next five year period can be found under section "D.2, Department's strategic planning" on page 36 of the submitted Application for Departmental Evaluation. (Also attached here in *Appendix 1*)

The Department's Strategic Plan identifies prioritized goals in four key areas; Increasing Visibility, Student-Centred Learning, Fostering Departmental Growth & Dynamics and Enhancing Activities of Teaching & Research Faculty.

We are committed to promoting growth of the Department and implementing forward-facing strategies. Already in recent years we have worked towards increasing student numbers, expanding full and part time faculty members, increasing research output and introducing new postgraduate programmes.

The newly established MSc in Computational Design and Digital Fabrication is fully in line with the Department's development goals; increasing the teaching cohort, collaborating with established international academic institutions, building on faculty research and expertise to establish innovative study programmes.

The Department is also dedicated to endorsing the University of Nicosia mission for increased internationalisation through strengthening collaborations with international organizations and researchers. The Master's programme is taught as a distance learning course, making it available to an expanded international market and has established a collaboration with the University of Innsbruck, connecting the Department with a global network of universities.

Additionally, as a Department, we endeavor to increase exposure of our research and expand working partnerships through an increasing global network of collaborations. All programmes of the Department have actively pursued and increased their partnerships with universities around the world, on both the academic and research front. We have established a high level of participation and accomplishments in international student workshops and competitions, as well fostering an increasingly international profile of our graduates and alumni who have been employed by renowned international and national architecture and design practices.

1.2 Connecting with society

> *1.2.1 The way in which the programmes engage with community and local-related issues is well developed very welcome*
>
> *1.2.2 Although the department has a good website, more could be said about the department's long term ambitions and goals, including research directions.*

Response:

The EEC has found the Department to be compliant in all criteria of this section as out of the 4 subsections, 3 were marked with 5/5 and 1 with 4/5.

1.2.1 The Department is grateful for the Committee's positive observation regarding our engagement with community and local-related issues.

1.2.2 We share the EEC's comments for improving our departmental website. Our intention was to revisit and update the website following the CYQAA evaluation process and in line with the EEC's feedback. Therefore a reappraisal of the website has been actioned to include the main issues suggested by the EEC. We have already added information on the mission statement, Quality Assurance Policy and Admission Criteria.
Although the website includes information relating to the identity of the Department, like faculty research work and student work, right after completion of the accreditation process we will proceed with its restructuring to communicate more clearly research directions, social engagement initiatives, international collaborations, liaison with the business world and future goals.

1.3 Development processes

> *1.3.2 A clear development plan is lacking, and so it is difficult to ascertain the degree to which staff development is coordinated with the future direction of the department.*

Response:

The EEC has found the Department to be compliant in all criteria of this section as out of the 4 subsections, 2 were marked with 5/5 and 2 with 4/5.

1.3.2. Please refer to the response under sections 1.1.2 and 1.1.3 regarding the future direction of the Department. The Department welcomes the EEC's comment towards defining a targeted staff development plan that will be coordinated with the future direction of the Department.

To this end, the University has moved forward in establishing "The Faculty Training and Development Unit" which is centrally managed by the Rectorate, through the Vice Rector for Faculty and Research, and the support of the Director of the Faculty Training and Development Unit.

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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The Faculty Training and Development Unit will be an umbrella unit and will be coordinating all the faculty training and development efforts of the University of Nicosia.

The role of the Faculty Training and Development Unit is to:
- Draft the university's plan and strategy on faculty training and development
- Identify faculty training and development needs necessary for fulfilling their job requirements
- Make available to faculty relevant training and development opportunities that can be linked to educational research and development, curriculum leadership, and educational scholarship
- Coordinate the training and development practices offered by the various training centres/units and evaluate their impacts on the careers of the participants and the institutional environment

The EEC has commented positively on the plurality of teaching staff and their dynamic commitment to architectural education shown through the quality of work, high progression rate and overall atmosphere. The Department aims to direct staff development through building on the positive identity of the Department in order to ensure the current and future quality of the programmes of study. More directed research objectives will be introduced to ensure that staff keep their expertise up-to-date and continuously pursue research.

Findings
Overall, the department has a clear focus on the education of professional architects through the BA and MArch Architecture programmes.

Strengths
• Focus on architectural education
• Engagement with local community
• Commitment and engagement of teaching staff
• Diversity of age and gender of teaching staff
• Benefits of a smaller-sized teaching cohort, resulting in good students results including quality of work, high progression rate and overall atmosphere.
• Different educational backgrounds of many teaching staff, including international experience

Areas of improvement and recommendations
• Develop an explicit future-facing strategy, and ensure staff development is planned accordingly
• Enhance website and other public-facing materials to include future goals, including research directions.
• Be more explicit about the strong research-by-design approach to research
• Consider opportunities for PhD and other masters programmes

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Response:

Findings/ Strengths
The Department is grateful for the Committee's positive observations.

Areas of improvement and recommendations
- Please refer to the responses under sections 1.1.2 + 1.1.3 +1.3
- Please refer to the response under section 1.2.2

We welcome the EEC's comments for improvement. The Committee has commented on the diversity and expertise of teaching staff and their dynamic commitment to architectural education shown through the quality of work, high progression rate and overall atmosphere. The Department aims to direct staff development through building on the positive identity of the Department, equally towards fulfilling pedagogical objectives and research/scholarship objectives.

The strong research-by-design focus has established a distinct identity of the taught programmes as well as research outputs. Research in this category works with the notion of the design process as a creative practice and covers a wide range of issues like:
- working closely with community groups and local authorities, aiming at social change and innovation through bottom-up approaches
- diverse projects that work with the interaction of people and places such as site specific Live Projects, small scale installations in public space and civic engagement as a tool in the design decision process
- digital design tools and computational processes, intelligent construction methods, environmental modification, principles of sustainability and other technological concerns in the study and making of built form

Research-by-design output may include realized projects, proposals, future realities or alternative realities.

The strong research by design approach of the Department will be emphasized as a conscious current and future direction and communicated as such publicly.

As discussed in the meeting and documented in our strategic plan, 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 strategies 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.

2. Quality Assurance

> **Sub-areas**
>
> **2.1   System and quality assurance strategy**
> **2.2   Quality assurance for the programmes of study**

2.1 System and quality assurance strategy

> *2.1.1 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.*
>
> *2.1.4 Policies towards staff and students with disability are clear, but other categories of potential discrimination (gender, ethnicity, sexuality etc) should be equally explicit.*
>
> *2.1.4.2 From our visit and discussions, this was not clear at a departmental level.*
>
> *2.1.6 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 include details as to how student anonymity is preserved.*

Response:

The EEC has found the Department to be fully compliant in almost all criteria of this section as out of the 9 subsections, 5 were marked with 5/5, 3 with 4/5 and 1 with 3/5.

2.1.1 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 Masters 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.

2.1.4 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

2.1.4.2 The University has in place a multilevel system to ensure that quality assurance becomes an integral part of and permeates the culture of the Department and its core stakeholders, faculty, students and administrators. The development of a genuine culture of continuous quality improvement was always considered of paramount importance at the Department.

The Department is also subject to Internal Quality Assurance carried out by the University Internal Quality Assurance Committee (UIQAC). The UIQAC through its subcommittees, assures quality at an institutional, departmental and programme level. The Department of Architecture also has an Internal Evaluation Committee.

The committees and the internal quality assurance system work systematically and effectively to ensure that quality assurance policies are being developed with the active engagement of all interested parties. Therefore the quality assurance system adequately covers all the functions and sectors of the Institution's activities:
- The teaching and learning
- Research
- The connection with society
- Management and support services

2.1.6 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 2* for sample screenshots from the student evaluation system on the Portal.

2.2 Quality assurance for the programmes of study

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

2.2.9 Admission criteria should be explicitly available on the departmental website.

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

Response:

The EEC has found the Department to be fully compliant in almost all criteria of this section as out of the 21 subsections, 18 were marked with 5/5, 2 with 4/5 and 1 with 3/5.

2.2.2 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. Assessment Guides samples for a conventional course and a DL course are attached in *Appendix 3A* and *Appendix 3B* respectively.

2.2.9 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/

https://www.unic.ac.cy/interior-design-ba-4-years/

https://www.unic.ac.cy/computational-design-and-digital-fabrication-msc-1-5-years-or-3-semesters-in-collaboration-with-the-university-of-innsbruck-distance-learning/

Please also see response under section 1.2.2.

2.2.11 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 at the end of each semester, by utilising the tools available via the UNIC Faculty Portal.

Findings
As above

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

Areas of improvement and recommendations
• Some areas should be developed and made more explicit – particularly regarding assessment criteria and admission criteria.

Response:

Strengths
The Department is grateful for the Committee's positive comments.

Areas of improvement and recommendations
We welcome the EEC's comments for improvement and we have acted accordingly. Please refer to the responses under sections 2.2.2 and 2.2.9.

3. Administration

> *3.3 Additional administrative support would help academic staff concentrate on key responsibilities for teaching and research.*
>
> *3.5 and 3.6 Unclear if these occur. Additional information and explanation on this point would have been useful.*
>
> *3.9 and 3.10 Again, details on these matters were not explicit.*

Response:

The EEC has found the Department to be compliant in all criteria of this section as out of the 11 subsections, 6 were marked with 5/5 and 5 with 4/5.

3.3 The EEC's recommendation is well received and indeed this need has been identified by the Department for some time now. We have already submitted a proposal to the administration of the University for additional administrative support (additional administrative staff with specific skills and abilities). The proposal has been positively received by the administration and it is being reviewed.

3.5 + 3.6 The Committee had no access to detailed information on these issues as they were not requested in the original application form. However, an introduction to the Department's decision-making processes and statutory sessions was included under "ANNEX 7 – QUALITY STANDARDS AND INDICATORS" on pages 317-318 of the submitted application form and also under section "E. 4. Quality assurance and quality control of the learning process".

Detailed information regarding the Department's decision- making processes are listed below:

The Department applies effective procedures to ensure transparency in the decision-making process. Academic issues are managed by the faculty members, by the Department Council and reported to the School Council.

The Department holds regular Departmental Council meetings, on an average once a month. Meeting minutes are kept and circulated to all faculty members in line with international practices. Approved minutes are also forwarded to the School of Humanities and Social Sciences.

The Departmental Council consists of all full-time faculty members of the Department and elected student representatives. Student representatives are consulted upon and informed on all issues pertaining to the efficient operation of the Department. Additionally part time faculty members are invited to participate in departmental meetings when necessary.

Furthermore, various administrative duties are allocated to the department faculty members for a more streamlined organisational structure; duties include "Public Relations & Promotional Events", "International Mobilities Workshops and Fieldtrips", "Premises & Hardware", "Procedures and Policies". Therefore, various sub-group meetings are also regularly held and all proposals are reviewed during the Department Council meetings.

Faculty members of the Department participate in university bodies like the Senate, University Internal Quality Assurance Committee and the School Council. Feedback is continuously given back to the Department mainly via the Department Council meetings and other internal communication channels like circulating minutes, sub-group meetings and email.

3.9 The following paragraph was included in the submitted application form under "ANNEX 7 – QUALITY STANDARDS AND INDICATORS" on pages 317-318: "In the Internal Regulations there are provisions for the establishment of disciplinary committees and the procedures to be followed for the prevention and disciplinary control of academic misconduct of students, faculty and administrative staff, including plagiarism." Internal Regulations Chapter 7 is also attached in *Appendix 4*.

The policy and process of preventing and dealing with plagiarism was included under section E.5 of the submitted application form and states that:

"Cheating is a serious offense and the procedures are clearly detailed in the Internal Regulations of the University of Nicosia. Essays, projects and assignments are submitted electronically via the Moodle platform. The faculty are expected to use TURNITIN, a tool that allows for checking on plagiarism for all paperwork submitted. Students are encouraged to utilize the plagiarism tool before submitting their written work.

In addition, the Cyprus National Agency for QA has provided guidelines for submission of written material electronically by students to allow for checks on plagiarism.
http://www.dipae.ac.cy/index.php/el/enimerosi/anakoinoseis/89-2016-09-23-grapta-ergasieas"

3.10 Please refer to section "E.9, Procedures for dealing with Students' grievances" of the submitted application form, which explains the procedures for dealing with students' complaints such as Student Petitions, Grade Petitions and Non-Academic complaints.

Findings
As above

Strengths
• *A close-knit and coherent academic team, offering support to each other.*

Areas of improvement and recommendations
• *Additional administrative support for academic staff*
• *More explicit details and documentation for issues under 3.4, 3.6, 3.9 and 3.10*

Response:

Strengths

The Department is grateful for the Committee's positive observation.

Areas of improvement and recommendations

We welcome the EEC's comments for improvement and we have acted accordingly. Please refer to the responses under sections 3.3, 3.5, 3.6, 3.9 and 3.10.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study
4.2 Organisation of teaching

4.1 Planning the programmes of study

Response:

The EEC has found the Department to be compliant with all criteria of this section, as all subsections were marked with 5/5.

4.2 Organisation of teaching

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

Response:

The EEC has found the Department to be fully compliant in almost all criteria of this section as out of the 8 subsections, 7 were marked with 5/5 and 1 with 3/5.

4.2.7 Please see response under section 2.2.2

Findings
As above

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

Areas of improvement and recommendations
• Explicit assessment criteria should be developed, used and made available to students.

Response:

Strengths

The Department is grateful for the Committee's positive and encouraging observations.

Areas of improvement and recommendations

Please see response under section 2.2.2

5. Teaching Staff

5.8 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:

The EEC has found the Department to be compliant with all criteria of this section.

5.8 Please see response under section 2.1.6

Findings
As above

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

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:

Strengths

The Department is grateful for the Committee's positive comments.

Areas of improvement and recommendations

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 5*.

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6. Research

> *6.1 Although a research policy is implicit in the department's documentations and discussions, there is nothing developed in an explicit and detailed manner.*

Response:

The EEC has found the Department to be fully compliant in almost all criteria of this section as out of the 9 subsections, 6 were marked with 5/5, 2 with 4/5 and 1 with 3/5.

6.1 We welcome the Committee's comments regarding the research policy of the Department. As already stated under section "I.1 Research policy" and "Annex 5, Regulations and Procedures of Research Work" of the submitted application form all research activities at the University are guided by the institutional Research Policy. Therefore, research-support policies such as those relating to sabbaticals can be found in the aforementioned document. The University expects that the majority of its faculty will be active in research, therefore research activity is monitored as part of the annual faculty evaluation system.

The philosophy of the University in relation to research gives particular importance to interdisciplinary and collaborative research and promotes strong relationships with institutions (government, industry and organizations) nationally, regionally and internationally. University initiatives which support faculty research include; targeted research funding (through University affiliated research centres), providing Research Time Release, providing funding for attending and presenting papers in seminars and conferences, encouraging faculty and student researchers to publish their research results in peer-reviewed journals, books, electronic media, conferences, exhibitions and performances; and supporting research links with the various relevant research funding organizations, government bodies, the community, industry and professions.

The Department of Architecture Research Pillars document is attached in *Appendix 6* and it was also summarised under section "B.10, Research Activities of the teaching personnel involved in the program and synergies between research and teaching" of the application for the B.A.Arch/MArch programme evaluation form.

The long term goals in relation to research at a departmental level will develop around the main research directions established by the Department of Architecture. Working towards the development of the principal research clusters identified through current faculty research outputs, we aim to achieve better interdepartmental and international collaboration and student involvement. Currently, most faculty members conduct research across these main thematic areas: Research by Design, Architecture Construction, Technology and the Environment, Community, Participation and Social Space, Architecture History and Theory, Research in Architectural Pedagogy. Some of these research groups will move towards more formal (university) recognition through creating funded research projects and through establishing stronger connections with industry and municipal organisations. As previously mentioned, faculty engagement in research by design will be one of the areas to be further developed.

Other longer term future development goals of the Department relate to the introduction of further postgraduate programmes in academic areas of concentration and targeted expertise that will boost departmental dynamics, research activities and outcomes, and help establish a recognisable identity for the Department.

> *Findings*
> *Although staff are actively engaged in research activities, and relate this research to their teaching, there is less of an overall strategy regarding this research, such as the range and diversity of research expertise offerred across staff members, and with regard to research-support policies such as those relating to sabbaticals.*
>
> *Strengths*
> *• Commitment of staff to individual research and research-related teaching*

> *Areas of improvement and recommendations*
> *A more coherent and explicit strategy for research across the department should be developed.*
> *In addition, at times the boundary between staff research and student research is unclear, and could benefit from further separation and clarification.*

Response:

Strengths

The Department is grateful for the committee's positive comments.

Findings/Areas of improvement and recommendations

We welcome the Committee's comments regarding the research strategy of the Department. As already stated under section "I.1 Research policy" and "Annex 5, Regulations and Procedures of Research Work" of the submitted application form all research activities at the University are guided by the institutional Research Policy. Therefore research-support policies such as those relating to sabbaticals can be found in the aforementioned document. The University expects that the majority of its faculty will be active in research, therefore research activity is monitored as part of the annual faculty evaluation system.

The philosophy of the University in relation to research gives particular importance to interdisciplinary and collaborative research and promotes strong relationships with institutions (government, industry and organizations) nationally, regionally and internationally. University Initiatives which support faculty research include; targeted research funding (through University affiliated research centres), providing Research Time Release, providing funding for attending and presenting papers in seminars and conferences, encouraging faculty and student researchers to publish their research results in peer-reviewed journals, books, electronic media, conferences, exhibitions and performances; and supporting research links with the various relevant research funding organizations, government bodies, the community, industry and professions.

The Department of Architecture Research Pillars document is attached in *Appendix 6* and which was also summarised under section "B.10, Research Activities of the teaching personnel involved in the program and synergies between research and teaching" of the application for the B.A.Arch/MArch programme evaluation form.

The long term goals in relation to research at a departmental level will develop around the main research directions established by the Department of Architecture. Working towards the development of the principal research clusters identified through current faculty research outputs, we aim to achieve better interdepartmental and international collaboration and student involvement. Currently, most faculty members conduct research across these main thematic areas: Research by Design, Architecture Construction, Technology and the Environment, Community, Participation and Social Space, Architecture History and Theory, Research in Architectural Pedagogy. Some of these research groups will move towards more formal (university) recognition through creating funded research projects and through establishing stronger connections with industry and municipal organisations. As previously mentioned, faculty engagement in research by design will be one of the areas to be developed.

Other longer term future development goals of the Department relate to the introduction of further postgraduate programmes in academic areas of concentration and targeted expertise that will boost departmental dynamics, research activities and outcomes, and help establish a recognisable identity for the department.

Regarding the Committee's observation on the boundary between staff research and student research we would like to point out that in the current undergraduate programmes of the Department there are strong synergies between staff research and teaching. Inevitably students are influenced by staff research thematics and in fact they are encouraged to contribute to certain research activities, where their contribution is always carefully acknowledged and referenced. In future postgraduate programmes and potentially a PhD programme there will most definitely be a clearer separation between student and staff research.

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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7. Resources

> *7.5 Although implicit in the department's constant review of students numbers and in their awareness of changes in the economy of the built environment sector, more long term and holistic analysis of the sector could be undertaken.*

Response:

The EEC has found the Department to be compliant in all criteria of this section as out of the 7 subsections, 4 were marked with 5/5 and 3 with 4/5.

7.5 We welcome the EEC's recommendation and in collaboration with various University departments and stakeholders a more long term and holistic analysis of the built environment sector will be undertaken.

We are constantly reviewing changes in the economy of the built environment sector and try to identify mechanisms that respond to fluctuating economic, technological and environmental conditions related to the built environment. This is currently done on a yearly basis via a series of meetings with the Dean of the School of Humanities and Social Sciences, various University Administration bodies and the Rectorate, and necessary actions are taken.

For example in the past several years we placed an emphasis on increasing international student enrolment as a reaction to the local economy fluctuations. This recruitment strategy has already resulted in a substantial increase of international student intake and it will mitigate potential local sector fluctuations. Additionally the decision to introduce a new DL Master's programme in the field of Computational Design and Digital Fabrication, in collaboration with an international institution, was a direct outcome of analysing the built environment sector.

> *Findings*
> *As above*
>
> *Strengths*
> *• Strong support from the University for the department to respond to and meet changing needs and requirements.*
>
> *Areas of improvement and recommendations*
> *• More long term and wholistic analysis of the sector, including risk analysis*

Response:

Strengths

The Department is grateful for the Committee's positive comments.

Areas of improvement and recommendations

Please see response under section 7.5

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.

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.
The department shows some indications of its relative youth, and could benefit from explicitly considering aspects of its existing and potential new areas of operation, including strategies for:
• developing existing and new programmes and areas of study
• research and areas of staff expertise
• risks and opportunities within the built environment sector as a whole

Response:

We would like to thank the External Evaluation Committee (EEC) for their professional and thorough work during the virtual visit of the Department of Architecture. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation.

We do welcome the Committee's recommendations for improvements, which will enhance the quality of our Department. The recommendations, which refer to further development and the potential academic success and growth of the Department, are seriously taken into account. We addressed each recommendation separately in the appropriate sections above. As evident in our responses, the Department is committed to taking active steps to incorporate the EEC's suggestions into considering aspects of our existing and potential new areas of operation. Specifically, strategies for developing existing and new programmes and areas of study were addressed under section 1, strategies relating to research and areas of staff expertise were addressed under section 6 and strategies in relation to risks and opportunities within the built environment sector were addressed under section 7. The EEC's recommendation regarding additional administrative support is well received and action has already been taken, as described in our response under section 3.3.

We would like to reiterate our appreciation to the EEC members for their positive evaluation and excellent feedback. The EEC identified that all programmes of the Department (BA/MArch Architecture, BA Interior Design and MSc Computational Design) relate strongly to architectural and spatial design, and there are positive synergies between them. In particular we are pleased that the EEC noted several major strengths of the Department, like the highly-focused operation of the Department towards educating professional architects, the commitment and high motivation of staff, the intimate student-centred environment, the quality of our resources. 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
Prof. Klimis Mastoridis	Dean	
Markella Menicou	Head of Department	
Angela Kyriacou-Petrou	Associate Head of the Department	
FullName	Position	
FullName	Position	
FullName	Position	

Date: 01 October 2021

Appendix 1

Departmental Strategic Plan

Department of Architecture Strategic Plan

The Strategic Plan of the Department of Architecture seeks to enhance the growth and academic reputation of the Department by building on current strengths and locating opportunities for further advancement. The goals represent a series of strategies that can be implemented over the next five year period which aim to address the Department's role within the institution and its alignment with the university's strategic vision as well as identifying mechanisms that respond to fluctuating economic, technological and environmental conditions related to the built environment. The strategic plan has a 5-year projection, targeting the year 2025.

Vision

The Department of Architecture is committed to delivering quality education grounded in critical thinking, environmental and social consciousness. It fosters creativity in design thinking, producing culturally relevant and socially accountable projects and research. The Department's vision is to become internationally competitive by focusing on enhancing its graduates' ability to have a creative and innovative vision for the future of the built environment.

Mission

The Department's strategic plan reflects the needs of our key stakeholders, namely; society and the environment, students, management and the teaching and research faculty. It also aims to safeguard ideas of public service, innovation and entrepreneurship as important attributes of our graduates. The Department of Architecture is committed to educating architects and designers who are competently responsive to changing professional technological and environmental demands. The goals presented in the Department's strategic vision also aim to sustain and boost excellence, investing in professional, academic and creative research.

A planned increase in both student as well as faculty numbers would also play a significant role in making the Department more dynamic and would help to broaden its visibility. Diversifying the Department's pluralist and international identity, new student enrolment would aim to include a higher percentage of international students from Europe, the Middle East and Africa. The Department will also pursue more effective economic and institutional efficiency working more closely with local and global industries to further enhance its revenue.

Strategic Pillars

Our strategy is categorized into four pillars deriving from the department's vision and mission.

Strategies			
Increasing Visibility	Student-Centred Learning	Growth and Fostering Departmental Dynamics	Supporting and Fostering Activities of Teaching and Research Faculty

Increasing Visibility

- Utilise the department's success in international architecture competitions to achieve broader publicity.
- Focus on the international success of department's alumni (both professional and academic) and enable them to become ambassadors for the department's good reputation. A number of prestigious postgraduate programmes and professional practices are already aware of our department's high standard of graduates and are pursuing them for employment. This could be further expanded.
- Improve and intensify student and faculty exchange such as through Erasmus+ participation and presentations in conferences and membership in international scientific committees and professional boards.
- Increase the visibility of the faculty's research through publishers' indexes that are more widely accessible.
  Collaborate with internationally recognised senior researchers to raise the standard and know-how of funded research.

Student-Centred Learning

- Nurturing the peer-to-peer learning laboratory environment by enhancing student numbers, while retaining a low student-faculty ratio.
- Support student participation in departmental decision-making.
- Review aspects of the curriculum and course content to respond to current student demands and aspirations. Fostering an informed bottom-up approach to academic content while committed to strict professional accreditation demands.
- Investing in an active departmental student support structure that will enhance student satisfaction and improve retention rates.

Fostering Departmental Growth and Dynamics
- Dedicated promotional activities with the intention of increasing student intake
- Focused increase of teaching and research faculty to match targeted departmental growth and desired added dynamic.
- Increasing international student enrolment. This will mitigate future local economy fluctuations, which would otherwise affect enrolment.

- Coordination of efforts with the university admissions department towards facilitating a smoother student visa system from local state authorities. This process is currently slow and prohibitive, causing a tremendous loss of possible enrolments.
- Offering additional postgraduate programmes in academic areas of concentration and targeted expertise that will boost departmental dynamics and help establish a recognisable identity of the department.

Supporting and Enhancing Activities of Teaching and Research Faculty
- Provide a mentoring and support system for teaching/research faculty. Setting up an official and systematic staff advising at departmental level to aid individual professional growth and enhance personal well-being by increasing job satisfaction.
- Establishment of an internal (departmental level) faculty and course evaluation system. This is to be custom-crafted to the unique methods of education in architecture and design. It is to be conducted by both peers as well as students.
- Stabilising the required teaching load by avoiding sharp fluctuations (too high or too low) to further assist performance and research output.
- Curb excessive bureaucratic and administrative workload to allow faculty to concentrate on teaching and research.
- Targeted increase of research output

Appendix 2

Student Evaluations

Appendix 2- Sample screenshots from the student evaluation system on the University of Nicosia Portal
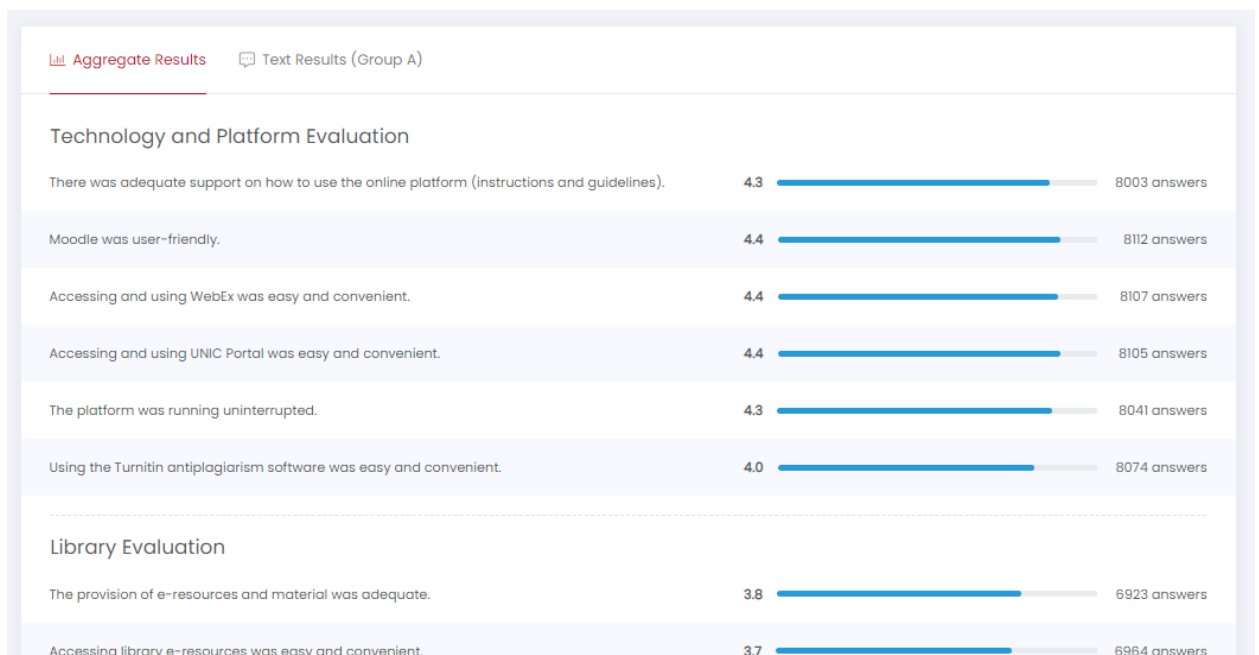
Question: Comments about the Technology and the Platform (691 Responses) +

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) +

Appendix 3A

Assessment Guide

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)
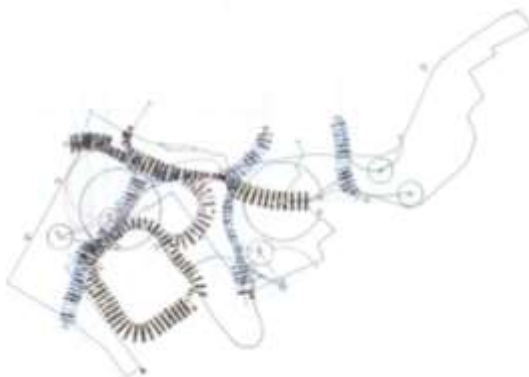

Output for next class

- 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).
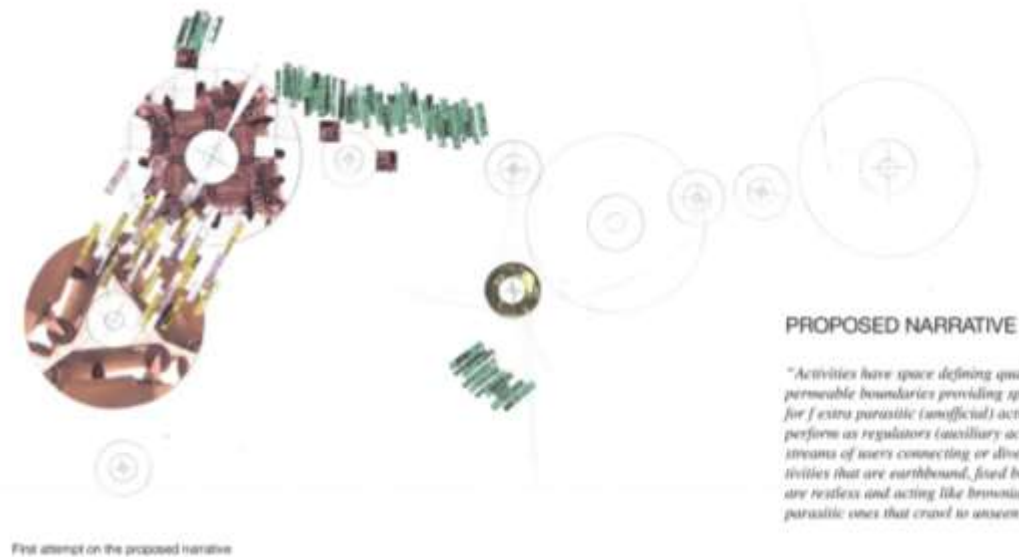
Students have to document the existing narratives through producing a photography mapping. You are allowed to only capture twenty frames (20 photos) and manipulate them accordingly to communicate your findings. (the new mapping should be layered above the project 1 mapping with plan strips)

-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 f extra parasitic (unofficial) activities to occure. Other times they perform as regulators (auxiliary activities) controlling 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

…………

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	

Appendix 3B

Assessment Guide DL

University of Nicosia, Cyprus
ARCH-572DL Computational Design Processes Assessment Guide

Course assessment has as follows:

- 1 x Presentation Assignment – 10%

- 6 x Project/Exercise Assignment – 30% (5% Each)

- 1 x Final Exam + Project – 60%

1. Presentation Assignment (10%): Introduction to Parametric Design

Delivered: Week1, date TBA

Deadline: Week 2, date TBA

Learning Outcomes:

1. introduction to advanced computational design
2. acquire knowledge of various computational design fields.
3. understand the application and potential of computational design.
4. Search and find relevant online resources
5. Communicate a project in a comprehensive way

Assignment Brief:

Research, and present a <u>realized</u> project which involved the application of parametric design tools and digital fabrication methods. If possible, contact and pose questions to the designer in order to understand and demonstrate the application of the tool or method during the project and explain its advantages, disadvantages and how it affected the final product.

The presentation will be **recorded** and should be limited to **20 digital slides x 20 seconds per slide** which results in a total time of 6.6 minutes. PowerPoint will be used as the presentation software and **ONLY Pictures and Text** should be used. **The presentation will run automatically and NO pauses will be allowed.** Therefore you need to **use the PowerPoint Template provided on Moodle**. The final presentation should be saved **in *.PPTX, *.PDF and *.WMF format uploaded on Moodle** (moodle.intrancet.unic.ac.cy) **by Week 3**. An example of a similar format (20x20) presentation can be found at: http://www.pechakucha.org/presentations/transformer-apartment .

Recording Directions: Participants must use open source applications such as *ispring free cam* or similar, to record their presentation (https://www.ispringsolutions.com/ispring-free-cam). They should set the PowerPoint application as recording area and they should verify that sound recording is enabled.

Assessment:

This is an assessed piece of coursework worth 10 % of the ARCH-572DL module. The grade for the assignment will be a result of the level of comprehension of the hardware/software applications presented, the structure of the presentation, the quality, relevance and newness of content, the number and referencing of sources and the duration/no of slides in the presentation.

Criteria		Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Comprehension of hardware and software applications		20-18- Demonstration of all software/hardware application in the project	16- Demonstration of at least one software and one hardware application in the project	14- Demonstration of either one hardware or one software application in the project	12- Refer to either one hardware or one software application in the project	Less than 10 - No Demonstration of hardware/software application in the project	Up to 20
Content Relevance, Quality and newness		20-18- Up-to-date content and excellent visual elements of presentation	16- 3-year old content and very good visual elements of presentation	14- 5-year old content and visual elements of presentation	12- More than 5- year old content and problematic visual elements	Less than 10- Irrelevant and outdated content of presentation	Up to 20
Presentation Structure	Structure	10-9- Excellent balance between introduction, main body and conclusion	8- Very Good balance between introduction, main body and conclusion	7- Good balance between introduction, main body and conclusion	6- Certain Parts of the structure are absent	Less than 5- Incomplete Presentation	Up to10
	Transitions between Parts	10-9- Excellent Transition between the parts of presentation	8- Very Good Transition between the parts of presentation	7- Good Transition between the parts of presentation	6- Problematic Transition between the parts of presentation	Less than 5- No Transition between the parts of Presentation	Up to 10
	Flow	10-9- Excellent Flow within parts of presentation	8 - Very Good Flow within parts of presentation	7- Good Flow within parts of presentation	6 -Most Part have problems of clarity and Flow	Less than 5- No clarity or flow within Parts of Presentation	Up to 10
Number and Referencing of **sources**		20-18 At least 5 referencing sources, properly cited	16 At least 3 referencing sources, properly cited	14 At least 2 referencing sources, some of them improperly cited	12 At least 2 referencing sources, improperly cited	Less than 10 No sources	Up to 20
Duration and Completion of Presentation		10-9 20 Slides and 400 seconds	8 18-19 Slides or up to 440 seconds/ no less than 360 seconds	7 16-17 Slides or up to 480 seconds/ no less than 320 seconds	6 14-15 Slides or up to 520 seconds/ no less than 280 seconds	Less than 5 Less than 14- slides more than 520 seconds, less than 280 seconds	Up to 10

2. Project Assignment 1 (5%): 'Digital Phenotypes'

Delivered: Week3, date TBA

Deadline: Week 4, date TBA

Lecturers: Michalis Georgiou

Learning Outcomes:

1. Application of visual programming
2. Getting adapted to Grasshopper's graphical visual environment
3. Create a Parametric Definition

Assignment Brief (also see PD example on Moodle):

Using the knowledge acquired during the first 3 weeks of the course construct a parametric definition (using rhino and grasshopper) able to describe a family of simple objects or structures. (Bake 5 objects).

The definition will **NOT** be demonstrated in Class. The final definition along with your rhino files in ***.gh and *.3dm** should be **uploaded on Moodle** (moodle.unic.ac.cy) by **Week 4,** before class.

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be a result of the level of comprehension and the completion of your parametric definition will be considered.

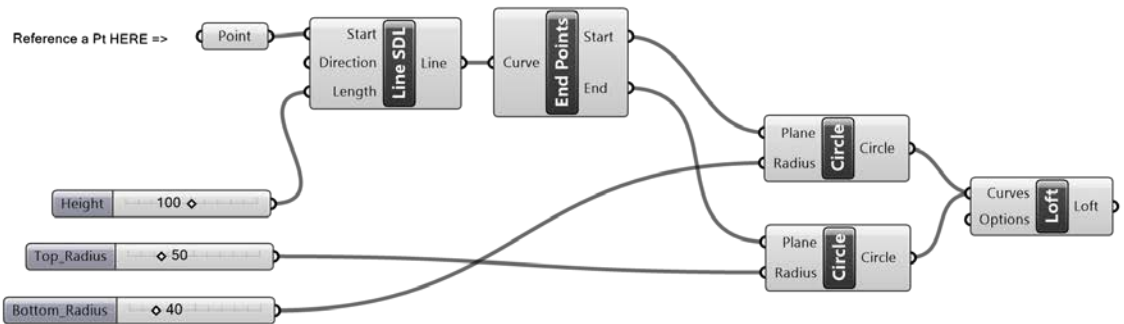| Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Completion of Definition	50-40- Single, Fully Working Definition describing 5 original and distinguishable objects	40- Single, Fully Working Definition describing 3-4 original and distinguishable objects	30- Fragmented, Working Definition describing 3-4 original and distinguishable objects	20- Fragmented, Working Definition describing less than 3 original and distinguishable objects	Less than 10- No Working Definition	Up to 50
Level of Control	50-40- 5 or more control parameters	40- 4-5 control parameters	30- 2-3 control parameters	20- 1 control parameter	Less than 10- No control parameters	Up to 50

Example:

Higball/
Long Drink

Rocks/
Whisky

Shot

Grasshopper -Digital Phenotypes Example
Unic [ARC] - ARCH/INT-362 - Week 2 SPRING 2014
by M.Georgiou / georgiou.mi@unic.ac.cy

Reference a Pt HERE => Point

Start
Direction Line SDL Line
Length

Curve End Points Start
End

Plane Circle Circle
Radius

Plane Circle Circle
Radius

Curves Loft Loft
Options

Height 100

Top_Radius 50

Bottom_Radius 40

3. Project Assignment 2 (5%): 'Digital Phenotypes' - Refactor

Delivered: Week4, date TBA

Deadline: Week 5, date TBA

Lecturers: Michalis Georgiou

Learning Outcomes:

1. Analyse and evaluate parametric definitions
2. Value Algorithmic Efficiency and refactoring
3. Implement best coding practices

Assignment Brief :

Algorithmic Efficiency. The submitted definitions of section 3 will be randomly re-allocated to the class. Each participant is called to *refactor* (perform changes) the received definition as to make it more efficient. Document and discuss the changes performed and provide metrics for the efficiency in terms of components number and time (use profiler widget and turn the view to wireframe).

The definition will **NOT** be demonstrated in Class. The final definition along with the performace metrics in ***.gh** should be **uploaded on Moodle** (moodle.unic.ac.cy) by **Week 5,** before class.

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be a result of the level of efficiency achieved based on the components number and solution time of the definition.

Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Components Efficiency	50-40- Components Reduction more than 50% of existing ones	40- Single, Components Reduction 30%- 40% of existing ones	30- Components Reduction 20%-30% of existing ones	20- Components Reduction 10%-20% of existing ones	Less than 10- No Components Reduction	Up to 50
Definition Solution Efficiency	50-40- Reduction of solution time more than 50%	40- Reduction of solution time 30%- 40%	30- Reduction of solution time 20%- 30%	20- Reduction of solution time 10%- 20%	Less than 10- No Reduction in Time	Up to 50

4. Project Assignment 3 (5%): 'Moiré Patterns'

Delivered: Week5, date TBA

Deadline: Week 6, date TBA

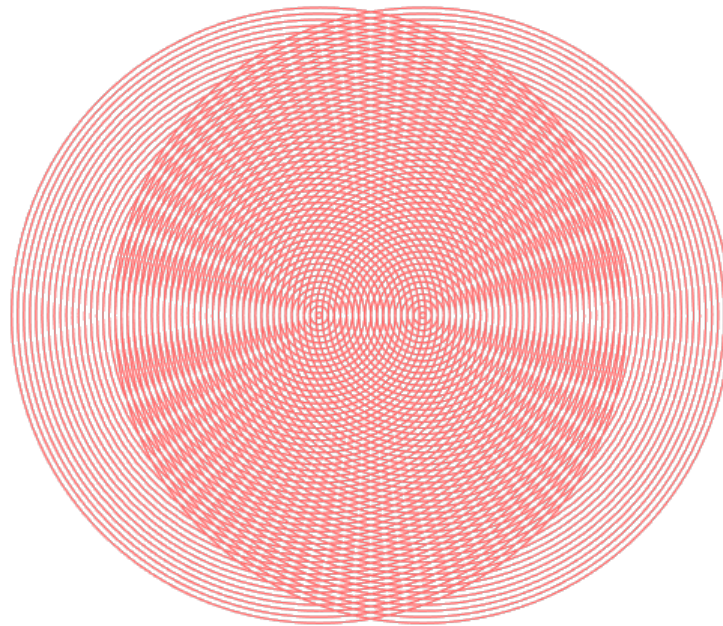Lecturers: Michalis Georgiou

Learning Outcomes:

1. Develop in-depth Knowledge on Computational Representation of Curve Geometry
2. Utilize Affine Transformations
3. Create animations using computational tools and methods
4. Designing with NURBS Curves using Computational Tools and Methods
5. Create a Moiré Pattern Animations
6. Posting and sharing design work on online communities

Assignment Brief (also see PD example on Moodle):

Using curve geometry and affine transformations create an interesting Moiré Pattern Animation in *.gif format. Upload and share your definition and animation on your grasshopper page.

The final definition along with your animation files in ***.gh   and *.gif** should be **uploaded on Moodle** (moodle.unic.ac.cy) and your personal Grasshopper 3D page by **Week 6,** before class.

You can create your animations in Grasshopper by using the animate slider feature below (See also Simple Moiré Tutorial Example):
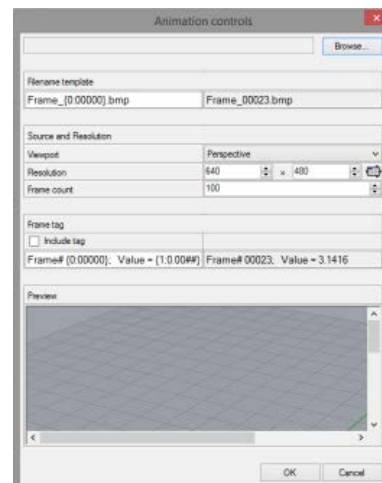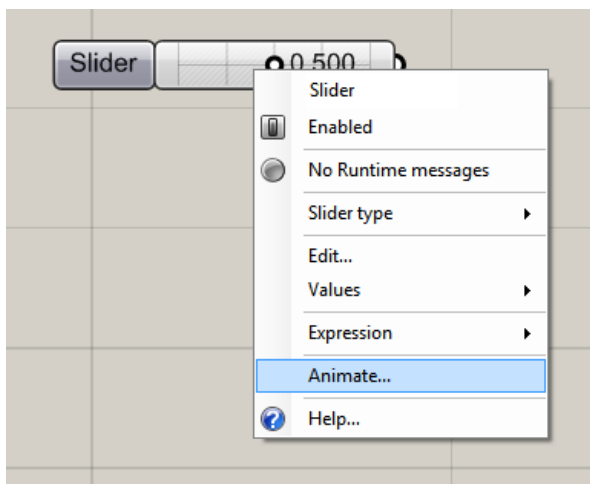

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be a result of the level of completion of your parametric definition and the performance/design of the outcome.

Score	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Criteria	Smooth Animation and very interesting visual effect with the use of 2 or more affine transformations	Smooth Animation and good visual effect	Smooth Animation and some visual effect	Problematic Animation and some visual effect	Less than 10- Problematic Animation or No Visual Effect	Up to 100

Example:

Grasshopper Simple Moire Patterns Example
Unic [ARC] - ARCH-572DL
by M.Georgiou / georgiou.mi@unic.ac.cy
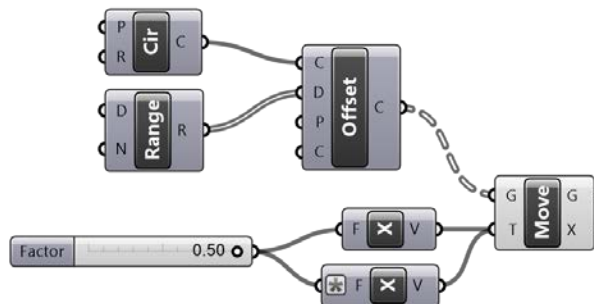
5. Project Assignment 4 (5%): 'Tweak a Definition'

Delivered: Week6, date TBA

Deadline: Week 7, date TBA

Lecturers: Michalis Georgiou

Learning Outcomes:

1. Familiarize with the computational concept and structure of Lists
2. Breakdown and reconstruct advanced definitions
3. Generate Tessellations for Design using Computational Tools
4. Posting and sharing design work in online communities

Assignment Brief (also see PD example on Moodle):

Reproduce the primer example on Lists, and modify it by creating two **new** 3-dimensional Truchet-Inspired Tiles to be applied and form a tessellation. Export the outcome as Hidden-Line, Vector Graphic in ISO and Plan views.

The final definition along with your 2 Vector Graphics in ***.pdf, *.3dm and *.gh** should be **uploaded on Moodle** (moodle.unic.ac.cy) and your personal page on Grasshopper3D Online Forum by **Week 7,** before class.

Further Reading:

1. Truchet Tiles from Wikipedia, https://en.wikipedia.org/wiki/Truchet_tiles
2. Tessellations from Wikipedia, https://en.wikipedia.org/wiki/Tessellation
3. M.C. Escher, www.mcescher.com

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of completion of the parametric definition and the visual variation achieved by the proposed Truchet-Inspired pattern.

Score	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Criteria	2 new interesting 3D truchet-like components and a combination that produces a variable and visually interesting overall pattern	2 new moderate 3D truchet-like components and a combination that produces a variable but ordinary overall pattern	2 new moderate 3D truchet-like components and a combination that produces a repetitive overall pattern	2 new moderate 3D truchet-like components and a combination that produces a highly repetitive overall pattern	Failure to submit a working definition	Up to 100

Example:
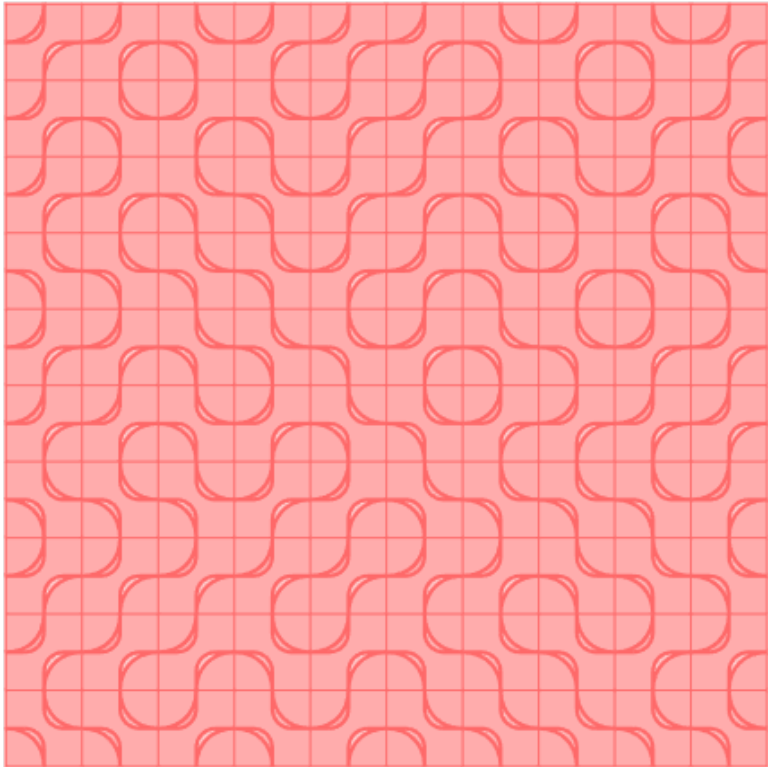
Grasshopper Truchet Example
Unic [ARC] - ARCH-572DL
by M.Georgiou / georgiou.mi@unic.ac.cy
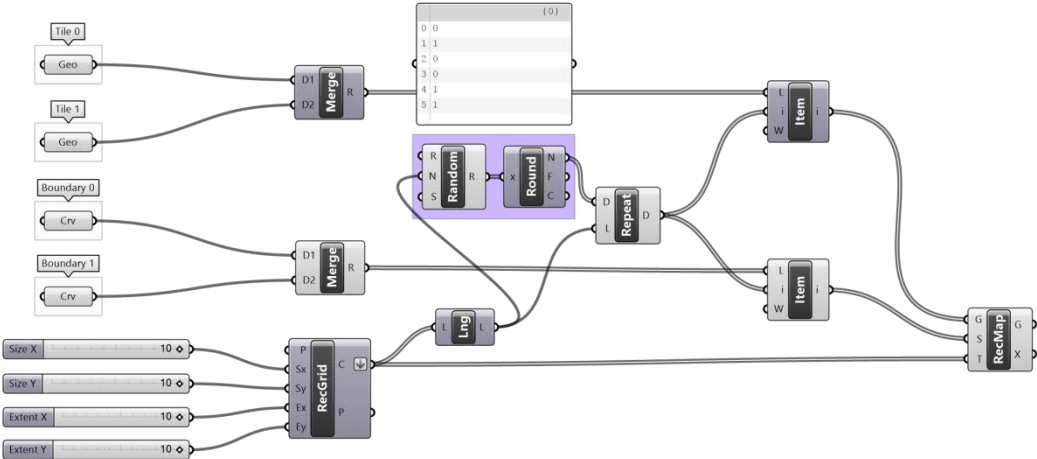adapted from Grasshoper Primer 3rd Edition

Image: Truchet Tile Definition Based on adapted from Grasshoper Primer Ver3.3 – 1.4.7_working with lists

6. Project Assignment 5 (5%): '3D tessellations'

Delivered: Week8, date TBA

Deadline: Week 9, date TBA

Lecturers: Michalis Georgiou

Learning Outcomes:

1. Develop in-depth Knowledge on Computational Representation of Surface Geometry
2. Project and Map surfaces
3. Designing with NURBS Surfaces using Computational Tools and Methods
4. Populate a freeform surface
5. Create complex 3D tessellations
6. Posting and sharing computational design work in online communities

Assignment Brief (also see PD example on Moodle):

Using surface geometry and mapping computational methods, create an interesting 3D tessellation. Upload and share your definition and animation on your page on grasshopper3D online Forum.

The final definition along with your animation files in ***.3dm and *.gh** should be **uploaded on Moodle** (moodle.unic.ac.cy) and your personal Grasshopper 3D page by **Week 9,** before class.

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of completion of your parametric definition and the design output.

| Score	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Criteria	A 3D tile with 6 or more connections that produces a continues and visually attractive result	A 3D tile with less than 6 connections that produces a continues and visually attractive result	A 3D tile with less than 6 connections that produces a continues result	A 3D tile that produces a fragmented result	Failure to submit a working definition	Up to 100

Image: Erwin Hauer - http://erwinhauer.com/
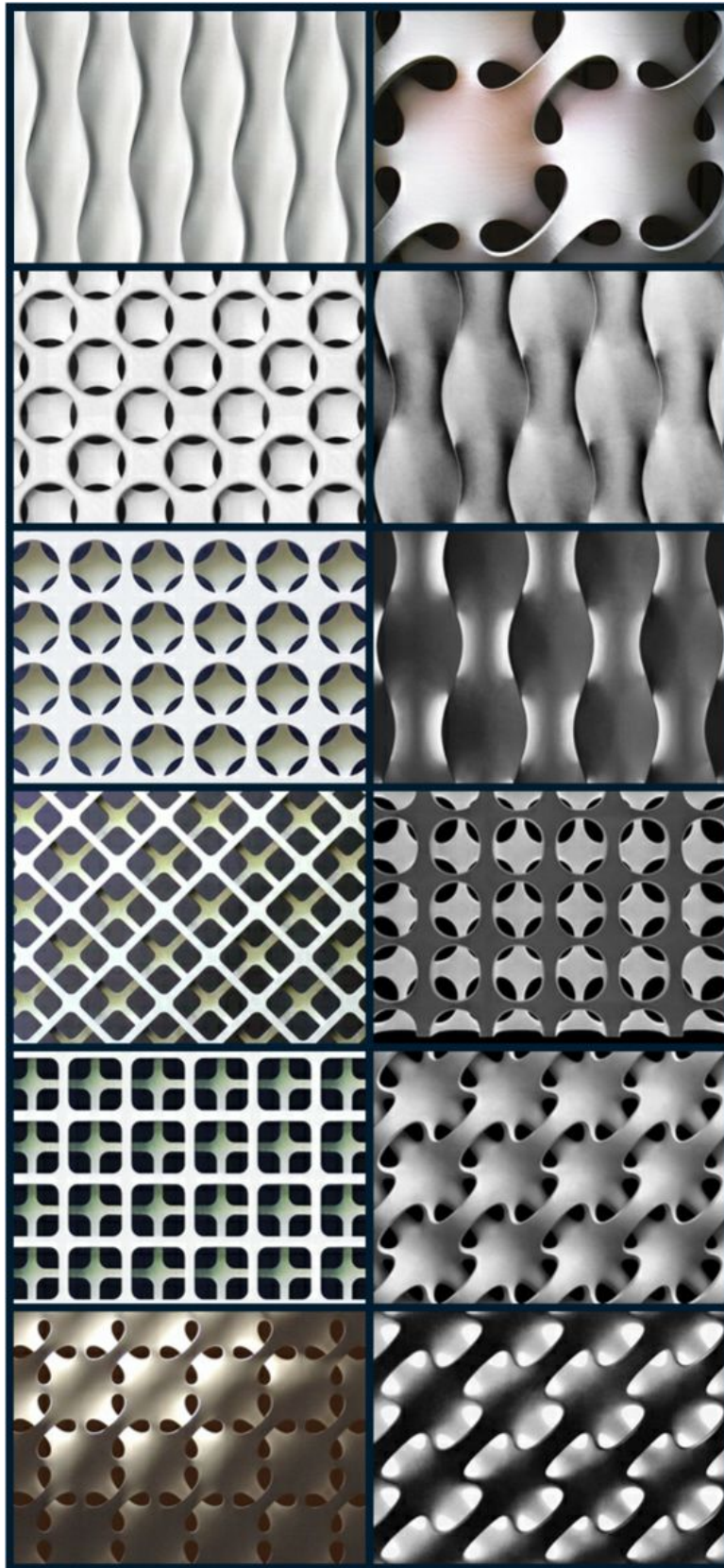
Project Exercise Assignment 7 (5%): 'Reverse Engineer a Weave pattern'

Delivered: Week9, date TBA

Deadline: Week 10, date TBA

Lecturers: Michalis Georgiou

Learning Outcomes:

1. Familiarize with the computational concept and structure of Data Trees
2. Recognize the importance of Data Trees in Managing Complex Data Structures
3. Visualize Data Trees (the Param Viewer)
4. Hack Analogue Patterns to reorganize them parametrically
5. Create and Design using Data Trees

Assignment Brief (also see PD example on Moodle):

Research, find and decode a weave pattern. Using a plain white A4 paper create a paper-weaved physical Model using the chosen pattern. Construct a parametric definition to describe the pattern using the knowledge acquired up to this section. Document and produce a top view image of the physical pattern and a top view image of your digital model.

Share your pattern definition and material on your Page on Grasshopper 3D Community Forum. http://www.grasshopper3d.com/

The final definition along with your picture files in ***.3dm and *.gh and *.pdf** should be **uploaded on Moodle** (moodle.unic.ac.cy) and your personal Grasshopper 3D page by **Week 10,** before class.

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of completion of your parametric definition and the design output.

| Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade
Weaving Complexity	50-40- Complex Weaving	40- Fairly Complex Weaving	30- Normal Weaving	20- Simple Weaving	10- No Weaving	Up to 50
Physical Model and Parametric Model	50-40- Successful Parametric and Physical Model	40- Successful Parametric but no physical Model	30- A working parametric model that mostly describes the weaving and a physical model	20- A parametric model with missing parts and a physical model	Less than 10- Missing a physical model and a parametric model.	Up to 50
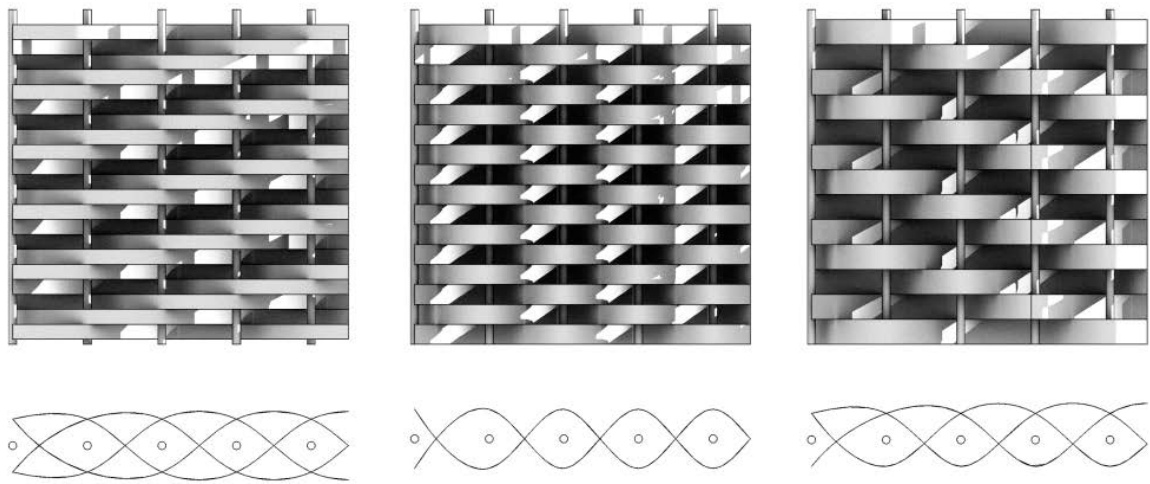
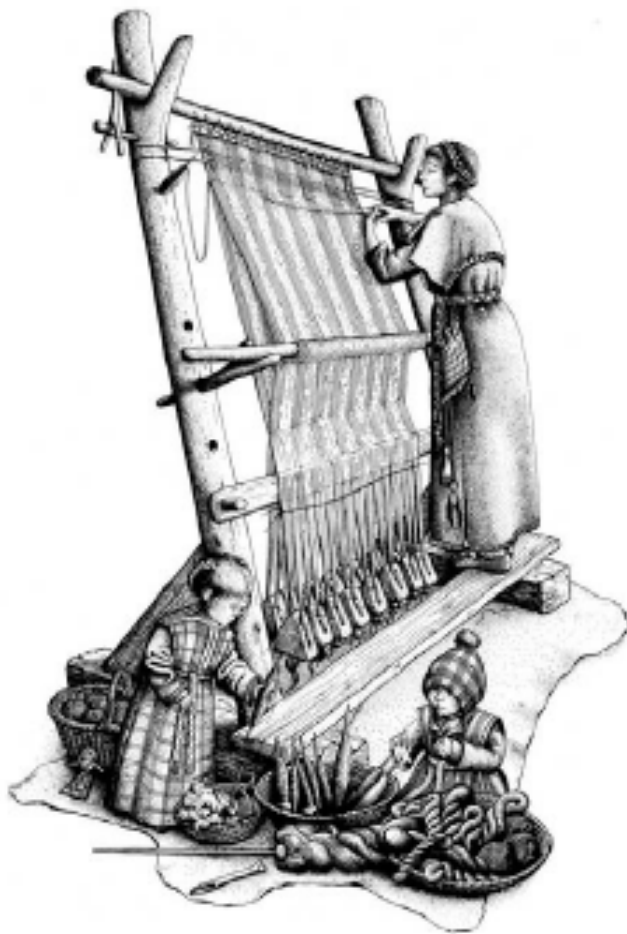Image: Parametrically Defined Weaving Pattern, God's Eye, Sukkhaville 2013

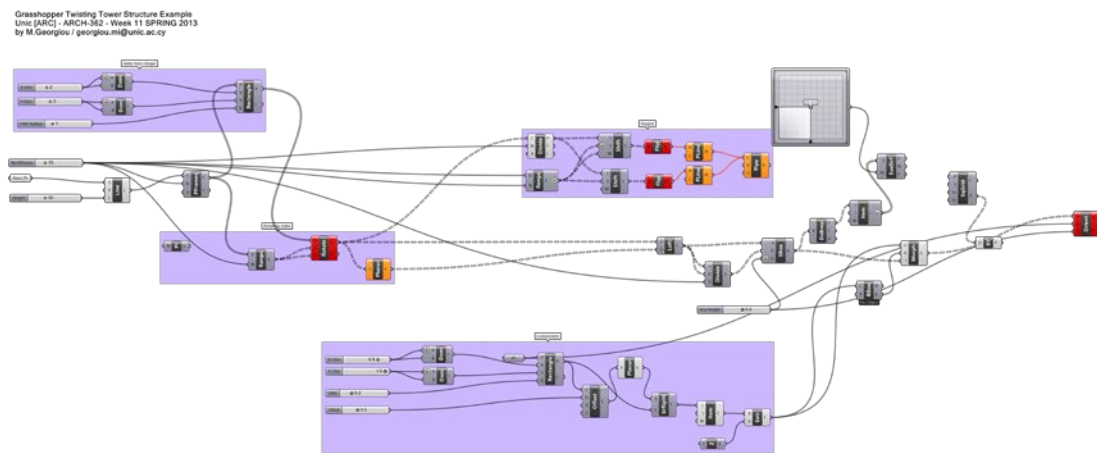Image: Loom machine, Warps and Wefts and a woman who weaves fabric!

Final Exam/Project (60%):

PART A: *Written Exam (15%)*

A -1: Resolve the Definition Errors (5%)

Learning Outcomes:

1. Familiarize with definitions built by others.
2. Be able to assess the quality of the algorithm and spot errors
3. Understand the variance in defining code and the importance of code commenting.

Project Brief

Download the non-working definition files from Moodle. Identify the errors in the algorithm and make the necessary changes for the definition to function. Comment on the definition errors within the code and compile a brief report on the source of errors.

The final definition along with your picture files in ***.3dm and *.gh and *.pdf** should be **uploaded on Moodle** (moodle.unic.ac.cy) along with the report on the definition errors.

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of and efficiency of your parametric definition.

A -2: Redefine the code (5%)

Learning Outcomes:

1. Evaluate the critical parts of the algorithm.
2. Be able to assess the quality of the algorithm and improve its efficiency
3. Understand the need for creating legible definitions.
4. Appreciate the code-sharing notion

Project Brief

Download the definition files from Moodle. Evaluate the definition's efficiency and improve the code by changing, adding or removing components.   Comment your code and improve its legibility using color-coding, grouping, clustering and annotation.

The final definition along with your picture files in ***.3dm and *.gh and *.pdf** should be **uploaded on Moodle** (moodle.unic.ac.cy).

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of efficiency and legibility of your parametric definition.

A - 3: Sun Metrics Case study (5%)

Learning Outcomes:

1. Recognise the concept of performative design.
2. Control the output of your digital model.
3. Understand the important of metrics.
4. Enhance your skills in presenting data

Project Brief

Download the definition of the twisting tower files from Moodle. Control parameters which define the geometry of the tower in order to optimise the shadow cast onto the modelled surroundings. Extract colour maps and metric data to illustrate the performance study. Document your study in a single A4 sheet in **PDF** format.

The final definition along with your picture files in **_*.3dm and *.gh and *.pdf_** should be **uploaded on Moodle** (moodle.unic.ac.cy).

Assessment:

This is an assessed piece of coursework worth 5 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of efficiency of the output and the clarity of the presented material.
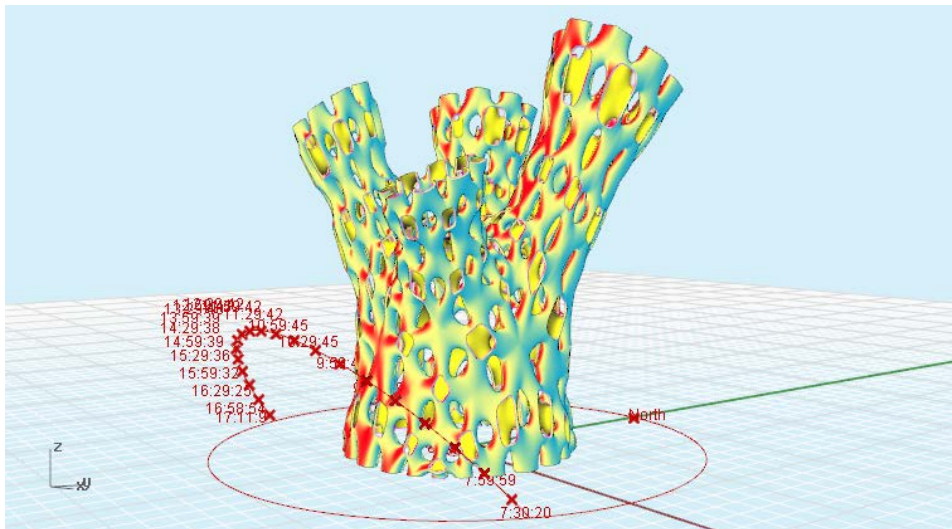

Image : Incident solar | Day source : http://www.tedngai.net/?p=286

Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade

PART B: Algorithmic Portfolio (15%)

Learning Outcomes:

1. Compile your digital work
2. Layout, present and share your work with the online community
3. Communicate a project in a comprehensive way

Assignment Brief:

Review, organise and present all the Grasshopper 3D definitions that you have produced during this semester. Comment your code, create screen-shots and briefly document the purpose, inputs, outputs and possible limitations of your definitions. Create your personal blog in Grasshopper 3d forum (http://www.grasshopper3d.com/) and post your material.

Assessment:

This is an assessed piece of coursework worth 15 % of the ARCH-572DL module. The grade for the assignment will be the result of the level of presentation and clarity of the posted material.

Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade

PART C: Design Project (30%) "Architecture that Reacts"

Learning Outcomes :

1. Apply advanced Parametric Modelling in a design project context
2. Demonstrate Parametric Design thinking
3. Layout and Present a design proposal

Project Brief

You are invited to submit a design proposal within the theme "Architecture that Reacts" under the Laka Reacts 2017 Competition.

The brief and design guidelines will remain the same and should be extracted directly from the architectural competition below:

Architecture that Reacts : https://lakareacts.com/wp-content/uploads/2017/03/BriefLaka17.pdf

Registration Deadline: **Sunday, July 29, 2017**
Deadline for Submissions: **Sunday, November 10, 2017**

According to the competition brief:

"*We invite designers from around the world to submit their ideas of architecture that reacts. That means architecture which is able to respond and adjust dynamically to the current needs and circumstances. These circumstances are often unpredictable, but their consequences can be crucial. The architecture that reacts is the architecture that lives as a living organism, since it responds to the external stimuli and develops because of it*"

Since a registration fee is required for entering the competition, participation in the competition is optional. However, results will be evaluated by your tutors and given that all requirements are met, three proposals will be further developed and will be funded (registration fee) to participate in the competition.

Deliverables:

- **1 x A1 digital poster – Development Process:** Research, construction method/materials, Pictures of Physical testing, Parametric Concept and Parametric Model/Definition
- **1 x A1 digital poster - Proposal:** Plans, Sections, Elevations, Details, Renderings
- **1 x Rhino 3D model**
- **1 x Grasshopper Definition**

The final definition along with your picture files in ***.3dm and *.gh and *.pdf** should be **uploaded on Moodle** (moodle.unic.ac.cy) by
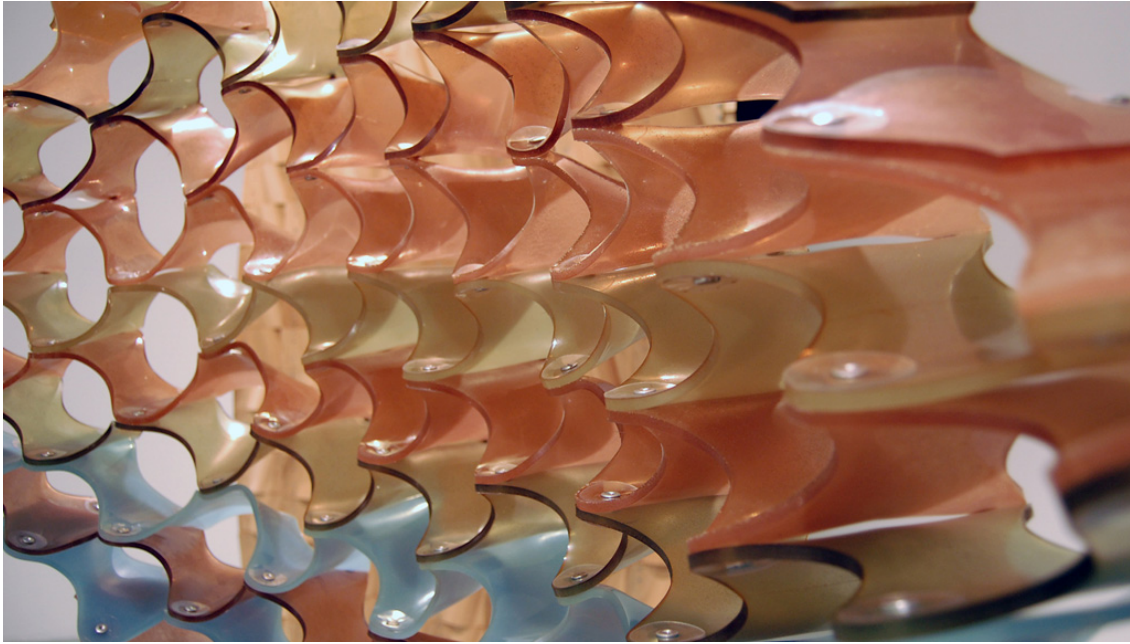
Image : Gravity Screens – 2016 Editors Choice – LAKA Reacts, Omar Khan Dan Barry, Nellie Niespodzinski, Brian Podleski, Dexter Ciprian, Si Li, Dirk Pfeifer, Nicole Scharlau

Criteria	Excellent 100-90	Very Good 89-80	Good 79-70	Needs improvement 69-69	Unacceptable Less than 60	Grade

Grading policy:

Letter Grade	Meaning	Numerical Grade	Grade Points
A	Excellent	93-100	4.0
A-		90-92	3.7
B+	Very Good	87-89	3.3
B		83-86	3.0
B-		80-82	2.7
C+	Good	77-79	2.3
C		73-76	2.0
C-		70-72	1.7
D+	Poor but Acceptable	67-69	1.3
D		63-66	1.0
D-		60-62	0.7
F	Failure	0-59	0.0

The Master Degrees require completion of a minimum of 30 credits/75-180 ECTS, according to particular programme requirements. All requirements for the specific programme and major must be completed. A minimum cumulative grade point average (CPA) of 2.0/4.0 is required.

A A-
90-100%
Work of substantial quality which provides a full and balanced answer to the question set, and which displays originality through intellectual insights or the methodological approach adopted. The work should be elegantly structured to show clearly how the conclusions are reached, and all stages in the argument should be fully supported by academic evidence. There should be evidence that alternativ4 opinions or approaches have also been evaluated, and that all necessary research has been done. The bibliography should confirm this, and accurately reflect the wide range of work which has led up to the essay. There should be an absolute minimum of technical errors in grammar, spelling and punctuation.

B B+
83% - 89%
Very good work which has successfully analysed the question and has developed an answer which clearly deals with the issues it raises. There should be some perceptive remarks which show that the essay does not merely summarise existing thought on the subject. These remarks do not, however, constitute a fully developed original approach. The structure should lead efficiently to the conclusions, and sufficient academic evidence to convince the reader should be provided. The essay should relate its own answer to the principal schools of thought on the subject. Appropriate research should be carried out to defend the conclusion. A full and accurate bibliography should be provided. Very few technical errors.

C+ B-

77% - 82%

A good essay which has obviously dealt with the terms of the question and has provided a sound answer. The answer is likely to be orthodox and derived from existing academic thought. The structure should be generally clear with few digressions or irrelevancies, and it should provide a foundation for the conclusions.

The academic sources which have been used should be acknowledged and documented where appropriate, particularly in the bibliography. The bibliography should show that sufficient preparatory work has been done. Some technical errors are permissible.

C- C

70% -76%

A fair piece of work which has succeeded in identifying the issues implied by the question but has not fully dealt with all its ramifications. The level of thought indicates that there are areas which could be more fully developed. The structure will be adequate to outline an argument but there may be some fairly major discrepancies and digressions. The main intellectual debates relevant to the bibliography should show that the fundamental aspects of the question have been investigated. Technical mistakes may occur, but they should not obscure major aspects of the essay's argument.

D- D+

60% - 69%

A fair piece of work which has identified only a number of issues implied by the question and has therefore not provided sufficient academic evidence to justify an answer. A particularly important aspect of the question have been neglected or misunderstood. The structure may be inappropriate to the nature of the essay or lead to a number of irrelevant points being made. There may be significant omissions in research and in the bibliography. Some of the technical errors may contribute to the difficulty of establishing the relevance of the answer.

F

30% -59%

An essay which is particularly misguided in its approach and has therefore failed to deal with the question. The structure may be especially confused and the issues at stake may be entirely neglected or misinterpreted. There may be crucial omissions in research and in preparatory reading. The bibliography may be missing, unjustifiable, or irrelevant. Technical errors nay be so bad that much of the essay in incomprehensible.

F

10% -39%

An essay which is based on fundamental errors in all respects, and cannot be considered as an attempt at degree-level work.

F

0-9%

Reserved for cases of plagiarism.

Appendix 4

CHAPTER 7 Internal Regulations

UNIVERSITY OF NICOSIA

INTERNAL REGULATIONS

CHAPTER SEVEN: STUDENTS RULES AND REGULATIONS

JULY 2021

INTERNAL REGULATIONS
CHAPTER SEVEN: STUDENTS RULES AND REGULATIONS

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7.0. STUDENTS RULES AND REGULATIONS (BASED ON CHARTER)

7.1 Rules and Regulations Governing the Election of Students to Various University Bodies

Students have the right to participate in the governing bodies of the university through their representatives. Each student has the right to elect his / her representatives but also to be elected himself / herself as a student representative. The election procedures are described in the Student Union Constitution.

7.2. Students Rights - The University students have the right to:

a. Enjoy the rights and privileges provided by law to Cypriot, EU and third-country citizens, in a student-centered environment
b. Suggest courses to be offered.
c. Have representation on appropriate University committees, including: The Senate, the Council, the Disciplinary Committee, the Administration Committee, and the Appeals Committee.
d. Evaluate University faculty members, staff, administration and the facilities /learning environment
e. Express opinion in class concerning the subject matter and in keeping with the University's statement on academic freedom.
f. Expect commitment and student-centered approach from all the University staff.
g. Submit petitions requesting: review of grades, review of courses, exemptions from academic regulations and review of decisions concerning disciplinary matters.
h. Expect commitment from the Student Union Executives.
i. Have the right of free speech and assembly, provided they are consistent with University, Cyprus and EU regulations.
j. Have all regulations concerning students to be communicated to them timely and in appropriate ways.

7.3. Responsibilities - The University students have the responsibility to:

a. Abide by the laws of the Republic of Cyprus
b. Fully understand their academic paths.
c. Know the University rules and regulations and fulfill all their required obligations to the University.
d. Know and understand regulations concerning academic, professionalism, disciplinary and immigration matters.
e. Be familiar with the University Calendar.
f. Know the role of the University administration.
g. Fully complete all their obligations to the University (i.e. academic, financial, return books to library, etc.). Students with outstanding obligations will not be entitled to receive grades, transcripts or other documents from the University.

7.3.1 Additional information and responsibilities for students enrolled on relevant programmes leading to a Regulated Profession.

Applicants accepted for a place on a programme of study leading to a healthcare qualification or one which requires the student to work in 'regulated contact' (i.e. frequently or intensively) with children or vulnerable adults shall be required to consent to a detailed **Police Clearance Report** at the 'Enhanced Disclosure' level.

Students on such programmes shall also declare to the University, by notifying the Academic Registrar, of any criminal convictions obtained prior to, or during, their course of study. All applications to such programmes shall be conditional until satisfactory clearances are received.

A policy for handling police clearance reports and for determining whether a criminal record shall prevent a student entering (or continuing) with his/her studies shall conform to the legal requirements in Cyprus.

Applicants accepted for a place on a programme of study leading to a registrable healthcare qualification shall be required to be cleared as **fit to study and practise** by Occupational Health for the protection of others (including patients, students, healthcare professionals). The University will be informed by Occupational Health of any student not attending a booked OH appointment.

Applicants accepted for a place on a programme of study leading to a healthcare qualification shall be required to consent in writing to any **Student Entry Agreement** which shall set out the expected standards of behaviour and conduct.

Additional policies and procedures may apply to those programmes that lead to registrable, professional qualifications. Such procedures shall be determined and applied, as appropriate, by the relevant department or School under which they are housed. Hence, local adaptation may exist and students should be guided to the relevant procedural documents in place within their department.

7.4. General Rules

a. Student organizations must be duly registered as a club/society with the Department of Student Affairs. In order to do so, the club must apply in writing to the Department of Student Affairs. The club cannot start operating before the elections take place and the Dept. of Student affairs provides its approval.
b. The University's Institutional Values and Code of Practice for non-discrimination practices apply for membership to any University club/society
c. No student may use violence, coercion, threats or intimidation or engage in other similar acts.
d. No student may take any action, on or off campus, which may interrupt classes directly or indirectly or otherwise interfere with the normal functioning of the University. The University respects, however, the right of students to assemble on campus once all available means of mediation to resolve problems with the campus administration has been responsibly taken and that subsequent actions comply with University policies, which are in keeping with Cyprus and EU law. The University policy concerning student assembly is as follows:
   - **Three weeks before the scheduled assembly:** Student organizers are required to submit their request for permission to assemble to the Vice President for Student services via the President of the Student Union. The request must be in writing and must clearly describe the reasons for the assembly.
   - **Two weeks before the scheduled assembly:** The Vice President for Student services is required to meet with the student organizers and the Student Union President in mediation. If appropriate, a representative of the Faculty Council and/or other representatives may be invited by both parties to the meeting.
   - **One week before the scheduled assembly:** The Vice President for Student services will respond, in writing, to the student organizers via the President of the Student Union. If necessary, a second meeting will be held between the parties involved and action will be taken.

- **In the event that mediation fails** and no other course of action is agreed to by the parties, a permit to assemble will be issued by the Vice President for Student services for the specified time period.

e. Meetings or gatherings may be organized by the students or held within the University only if authorized as a public function or in accordance with University regulations concerning the Student Union, societies and clubs.

f. No student may use his status as student or as member in any University union, society or club to advance the purposes of any political party or off-campus interest groups by means of publications, posters, leaflets, notices or other means, or by participation in any demonstration or gathering of any kind. No student may distribute on campus any publication without written permission of the Vice President for Student Services, based on the recommendation of the Head of the Department of Student Affairs.

g. Gambling, the possession or use of illegal drugs, fireworks and weapons are forbidden on the campus or in any University building.

h. Any wilful destruction or mutilation of buildings, furniture, books or other property of the University or of other students is forbidden.

i. Any student who has been determined by a physician to have a communicable disease must report it immediately to the Environment, Health & Safety Officer of the University. Students enrolled on programmes leading to a healthcare qualification will also require occupational health clearance.

j. No solicitation of funds by or from students for any cause, however worthy, is permitted without the written approval of the Vice President for Student services, based on the recommendation of the Head of the Department of Student Affairs.

k. No smoking, vaping or alcohol drinking is allowed in the University except in designated areas.

l. Parking of vehicles is allowed only in designated areas.

Students who are in breach of the above rules or whose professional behavior is brought into question (with supporting evidence) will be reviewed under the relevant disciplinary procedure, as described in this Chapter.

7.5. Regulations for Students Living on or off campus

Regardless of where students live (on or off campus) the University expects all students to conduct themselves as responsible mature adults.

Students enrolled on programmes leading to a healthcare professional qualification, who are found to be in breach of the professional behaviors required of them, will be reviewed under the Procedure for Consideration of Fitness to Study or Practise.

7.6. Regulations for The Student Union

The University encourages the organization of students into a Student Union, which is an autonomous body wholly responsible for its actions. The Student Union is, however, bound by its constitution and the ideals of freedom of expression, non-discrimination, tolerance for others and the democratic process. All announcements, publications, activities and actions of the Student Union must be clearly noted as "Organized by the Student Union". The President of the Student Union is expected to be present at all meetings of the councils and committees as required by law.

7.7. Regulations for Other Student Organizations

(a) Membership

Regular membership in student organizations shall be open only to students who are officially enrolled at the University for at least 12 ECTS hours. The University's Institutional Values and Code of Practice for non-discrimination practices apply for membership to any student organization. In all other respects, membership is governed by the articles or rules of the organizations.

(a) Language

The official language of student clubs/societies is English or the language of the academic department/programme.

(b) Voting

To be an officer in a student organization, a student must be registered for at least 12 ECTS credit hours and must not be on academic or disciplinary probation. A current list of officers must be on file with the Dept. of Student Affairs.

(c) Advisors

It is recommended that each student organization has an advisor.

(d) Public Statements

Any public statement must bear the name of the organization, which issues this statement. If a statement is issued by an individual, this individual should be held responsible for it. All posted notices must be approved by the Department of Students Affairs

(e) Annual Report

It shall be a requirement that all student organizations file an annual report of their activities and a financial statement to the Department of Student Affairs no later than the last Friday in May.

(f) Trips

All trips sponsored by student clubs/societies must obtain the approval of the Department of Student Affairs. The Environment, Health & Safety Officer must also be informed of the upcoming trip. All students who participate in trips waive the University of any responsibility or liability in case of accidents.

(g) Public Functions

The approval of the Administration must be secured before anyone outside the University is invited to give an address or take part in a program.

7.8. Health Services

Cypriot and EU students are beneficiaries of the National Health Service (GESY). Third country nationals must enroll to an Illness and Accident Insurance policy. Enrolment for Cypriot and EU students is optional. Information regarding the Illness and Accident Insurance program is available at the Finance Office.

Students enrolled on a healthcare programme shall be required to maintain ongoing occupational health clearance and will be monitored under the OH policies pertinent to that programme, for the duration of their programme.

7.9. Absence for Medical Reasons

All students must abide by the Attendance Policy relevant to their programme. Students' attendance shall be closely monitored throughout their programme. Students are required to seek permission

for, and keep the University/School informed about, any absence. Unsatisfactory attendance shall be followed up in accordance with the procedure pertaining to the programme on which the student is enrolled.

In case of absence due to medical reasons, a doctor's note is needed to justify a student's absence for medical reasons. All doctor's notes should state the nature and duration of the illness and must be presented on the first day after the student returns to the University. The University reserves the right not to accept a doctor's certificate and/or to ask for validation by the University's Health Service.

Additionally, students enrolled on a programme of study leading to a healthcare qualification need to follow any further guidance for their programme of study and any other relevant policy as indicated to them, including where applicable, arrangements for mitigating circumstances, and the Occupational Health and Safety policy of the School.

7.10. Breach of Regulations

Breaches of University regulations are dealt with according to the University Charter and the regulations regarding student disciplinary issues.

7.11 Disciplinary Matters Regarding Students

The Senate exercises disciplinary control over students in the manner outlined below:

7.11.1. General Information

The appropriate body for formulating policies for the discipline of students is the Senate. To carry out the major disciplinary functions the Senate appoints the *Student Disciplinary Committee (SDC)*.

7.11.2 Principles

A person against whom an allegation for cheating and plagiarism irregularity is made shall be presumed innocent until the contrary is established under the procedures outlined below.

Students subject to these procedures may wish to obtain guidance from the academic advisors, the Office of Academic Affairs, and relevant publications on the university's website.

In determining the penalty to be applied in cases dealt under these procedures, consideration shall be given to the nature and severity of the offense; the student's academic and personal history; and the need to maintain high standards of academic probity within the academic community.

In this procedure any named officer may delegate her or his responsibilities to another member of the university; similarly, the procedure shall not be invalidated by an officer of the university acting in the place of another named in these regulations, where circumstances make this expedient.

7.11.3. Misconduct and Disciplinary Offences

Disciplinary offences are classified into major and minor offences.

Major offences are examined by the SDC, whereas minor offences are examined by the relevant Department Council. Both bodies may impose punishment. Allegations of Cheating and/or Plagiarism shall be examined initially by the faculty and/or Department Council.

(a) Major or Minor Offences

Major or minor offences are those that violate the Internal Regulations and other Directives of the University or are contrary to the University's philosophy and the University's Code of Conduct.

The University academic bodies decide on the seriousness of an offence.

(b) Major offences

The following offences, amongst others, are considered major:

- Cases of academic plagiarism and cheating related to examinations or written work
- Cheating related to fooling checking and plagiarism prevention service
- Cheating e-invigilation systems
- Replication/forgery of degrees, diplomas, certificates and in general any University degree or of falsifying student records
- Theft of University funds or purposeful damage to University property
- Provocation of disturbance or engaging in improper behavior in such a way as to inflict damage to buildings, laboratories and other property of the University
- Offences under Criminal Law when these are immediately related to the University
- Violations of security provisions of electronic equipment of the University and/or causing malfunction of such equipment
- Bullying and harassment
- Violation of the non-discrimination policy of the University
- Violations of Internal Regulations and the University Code of Conduct, including School - specific Professionalism Codes
- Behaviours which bring, or are likely to bring, UNIC into disrepute
- Failure to comply with any outcome of a disciplinary procedure previously imposed
- Violation of a professional code of conduct/ethics as set by the individual programmes and outlined in the relevant handbooks
- For students registered in healthcare or other professional programme, any behaviours which would be deemed inappropriate by the regulatory authority of that profession
- For research students, proven research misconduct.

(c) Minor Offences

Minor offences are those that cannot be considered major.

7.11.4. Referring of the Disciplinary Offences

A disciplinary offence depending if it is regarded as being major or minor, can be referred to the appropriate body only after a written charge has been forwarded to the collective body or officer of the University listed below:

a. Department Council (Head of Department)
b. School Council (Dean of School)
c. Student Disciplinary Committee (Vice Rector for Academic Affairs)

The official or body of the University to whom the written charge has been submitted to or the person, who has confirmed the offence, is to decide as to how serious the offence is and, thereby, refer it to where appropriate for examination.

7.11.5 Definitions of Cheating and Plagiarism

Plagiarism means to take and use another person's work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s), and to pass it off as one's own by failing to give appropriate acknowledgement in order to gain unfair advantage.

Cheating means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. Cheating refers to any kind of dishonesty in connection to assignments and examinations, it applies to both giving and receiving unauthorized help. Cheating also refers to fooling Turnitin or other checking and plagiarism prevention service and e-invigilation systems.

Cheating may also take the form of similar work submitted by students who may have worked together. It is essential that the faculty provides students with clear instructions as to whether they have been permitted to work on the assignment jointly or individually and what the outcome of possible cheating will be for the students involved.

Students shall be responsible for understanding any programmatic instructions and/or requirements regarding plagiarism, including whether they are permitted to re-submit work that they have previously submitted (e.g. if repeating a course) or whether this constitutes cheating.

7.11.6 Procedure for Disciplinary Action on Cheating and Plagiarism

Any allegation for cheating and plagiarism must be immediately communicated by the faculty member to the student. The procedure to be then followed depends on whether the allegation is admitted (PATH A) or it is contested (PATH B).

7.11.6.1. PATH A: The Allegation is Admitted

Step 1
The faculty member must arrange a meeting with the student to discuss the infraction. Based on the result of this joint conversation and depending on the gravity of the offence, the faculty can decide on one of two ways to proceed:

> A: To impose a penalty of up to 100% of mark deduction for the specific assessment

> B: To refer the disciplinary offence to the Department Council

Step 2
Once a disciplinary measure has been agreed upon, both the faculty member and the student must sign the Cheating and Plagiarism form. This form ensures that the student is clear on the disciplinary measures that will be implemented.

Copies of the form are sent to the student's Academic Advisor, the Head of Department, and the Dean of the School.

Additionally, the form is also sent to the University Registrar and placed in the student's permanent record.

7.11.6.2. PATH B: Allegation is Contested

This path covers cases where the student and faculty have not come to an agreement on disciplinary measures to be taken, or where the faculty has previously deemed the offence to be of a gravity to be directly referred to the Department Council (Path A).

In both such situations the case moves under the authority of the Department Council.

Step 1
Within five (5) working days of the incident, the faculty informs the Head of the Department who then informs the Department Council (DC) of the alleged offence. It is the responsibility of the Head of the Department to inform the student in writing of the offence s/he is accused of, no later than five (5) working days after the faculty has notified the Head of the Department.

The student shall have the right to seek an explanation, in person or online, to understand better the offence that s/he is accused of. Should such a meeting be arranged, it should be documented accordingly and a report of the meeting shared with the student thereafter. The student should be asked to confirm her/his agreement to the minutes/notes from related meetings.

Step 2
The student then has ten (10) working days to submit a response to the accusation.

The Department Council is required to meet, online or in person, no later than ten (10) working days after it has received the student's response to the accusation.

If the student does not submit a response the Department Council will meet (online or in person) within ten (10) working days from the end of the ten-day period. In addition, the student has the right to defend him/herself, in person or online, to the Department Council

The student must be informed of the outcome of the accusation within five (5) working days from the date of the Department Council's meeting.

In a case where the student admits to the infraction or where the Department Council concludes that an infraction did indeed take place, the Department Council has the right to impose a penalty on the student. The penalty that can be imposed is referred to in items a. and b. of point 7.11.12

To ensure that the student is made completely aware of the Department Council's decision, it is recommended that the student not only receives the outcome in writing but also, meets in person with the Head of the Department or another appointed member of the Department Council to discuss the decision. This will additionally ensure that the student is made aware of the process for an explanatory appeal and the deadlines involved.

If the Department Council perceives that a case referred to it constitutes a more serious offence, the case is forwarded to the Student Disciplinary Committee. In such a case the Department Council is required to inform the student of its decision in writing within five (5) working days of its meeting.

7.11.7 Process for Appeal

The student is allowed to submit an explanatory appeal to the Vice Rector of Academic Affairs within ten (10) working days of the notification from the Department Council (defined as the date of the letter). Late submission of an appeal letter to the will not be considered. The letter is

forwarded by the Vice Rector of Academic Affairs to the Chair of the Student Appeals Committee, which convenes as per the regulations below.

7.11.8 When an Allegation is forwarded to the Student Disciplinary Committee

In a case where the infraction has been forwarded to the Student Disciplinary Committee the Committee invites the student to a hearing to be held once all evidence has been collected.
The conditions for such a hearing are as follows:

- o The student is informed in writing, by the Chair of the SDC, that the SDC is to hear his/her case. (Herewith in to be referred to as the Letter of Notification)

- o The Letter of Notification must relay clearly to the student the case against them, the date and time of the hearing and the SDC members who will constitute the committee.

- o The accused has the right to request the replacement of a member or members of the SDC in a written letter to the Vice Rector for Academic Affairs, providing any reasons for the request.

- o The Vice Rector of Academic Affairs takes a decision on the request, and their decision is final.

- o Upon receiving The Letter of Notification the student has the right to submit an explanatory statement to the SDC, along with any evidence that has been collected.

- o This statement (and any evidence, where included) must be received within ten (10) working days of the date of the Letter of Notification.

- o Late submissions of the student's statement to the SDC will not be considered.

- o Once the SDC has received a student's statement it must then convene within ten (10) working days.

- o If a student does not submit a statement, the SDC will convene twenty (20) working days from the date of the Letter of Notification.

- o In some circumstances, it may be necessary to invite the faculty member that has alleged the infraction, in order to provide further details regarding the case.

7.11.9 The Hearing

During his/her defense before the SDC, the student has the right to be accompanied by
- his/her Academic Advisor, or
- by another student or lawyer any of who may speak on his/her behalf.

S/he also has the right to call in witnesses to defend him/her. These witnesses must be made known to the Chair of the SDC prior to the commencement of the hearing.

The Committee is required to inform the student of its final decision within five (5) working days after the hearing. The decision is also made known to the Head of the Department, the Dean of the

School, the Academic Advisor of the student and the University Registrar so that the student's file is brought up to date.

This concludes any appeal process for the student and the decision of the SDC is final.

7.11.10. **The Student Disciplinary Committee (SDC)**

(a) Responsibilities

The SDC examines major offences.

(b) Composition

The SDC has the following composition:

- Three faculty members who hold the rank of Professor or Associate Professor. Whenever possible, one faculty is from the Department of Law). The term of service is two years. Wherever possible, the faculty members should not be known to the student to prevent any conflict of interest or perceived bias.
- Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year.
- One representative from the Student Affairs Department, appointed by the Vice President of Student Services in conjunction with the Head of Student Affairs.
- The Director of Academic Affairs (who also acts as secretary).

(c) Function

The SDC meets only to examine offences that have been referred to it and is convened by its Chair. The SDC elects its Chair and Vice Chair from among the three faculty members.

The presence of five members of the Committee constitutes a quorum if at least one student representative is present. If not, another meeting is convened half an hour later where the presence of a student representative is not required to form a quorum. Decisions of the SDC are reached through secret vote with simple majority.

Such decisions available shall be those set out in paragraph 7.11.12 below.

7.11.11. Senate Appeals Committee (SAC)

(a) Responsibilities

The SAC deals with appeals submitted by students in response to SDC or Department Council decisions.

(b) Composition

The SAC has the following composition:

- Three faculty members who hold the rank of Professor or Associate Professor. (Whenever possible, one faculty is from the Department of Law). The term of service is two years.

- Two student representatives (one graduate and one undergraduate) appointed in consultation with the Student Union. Term of service is one year.
- The Head of the Student Affairs Department.
- The Vice President for Student Services (who also acts as secretary).

The SAC elects its Chair and Vice Chair from among the three faculty members.

Note: In some instances, members of the SAC may be excused, e.g., if part of the complaint may involve them directly or indirectly and decisions related to the case may be considered subjective.

7.11.12. Penalties Imposed for Disciplinary Offences

(a) Penalties for Major Offences (including Cheating and Plagiarism)

These are as follows:

- Oral reprimand
- Written reprimand
- Grade penalties for offences related to examinations and written work
- Withdrawal of privileges for a period of time or number of semesters/sessions, the nature of which does not affect the students' education
- Withdrawal of all student privileges for a period of time or a number of semesters/sessions
- Suspension from the University for a period of time or a number of semesters/sessions without withdrawal of all student privileges
- Suspension from the University for a period of time or a number of semesters/sessions with withdrawal of all student privileges
- Dismissal from the University
- Payment of fees for the whole or part of the damage inflicted on buildings, premises equipment to the library or any other damage.
- Any combination of the above.

(b) Penalties for Minor Offences

These are as follows:

- Oral reprimand
- Written reprimand

7.11.13. Procedure for examining Disciplinary Offences (except Cheating and Plagiarism)

The accused is informed in writing by the Chair of the SDC of the offence s/he is accused of and of the fact that a procedure is in motion and that he/she has the right to defend him/herself to the SDC. The accusation is made known to the Head of the department, the Dean of the School, the Registrar and to the student's Academic Advisor, who can then advise him/her on the necessary actions to be taken.

It should be noted that if the SDC after examining the case decides that the accused needs to be prohibited from having any physical or electronic contact with the University, then after

consultation with the Vice Rector for Academic Affairs, depending on the severity of the case, the committee can decide to immediately suspend the student during the disciplinary process including the appeals process.

- After all evidence is collected, the SDC invites the accused to defend him/herself within a reasonable period of time however not earlier than ten (10) working days or later than twenty (20) working days. The members of the SDC and the place and time of the meeting are spelled out in the invitation.

- The accused has the right to request the replacement of a member or members of the Committee in a written letter to the Vice Rector for Academic Affairs, providing reasons for the request. The Vice Rector for Academic Affairs takes a decision on the request, and the decision is final..

- During his/her defense before the SDC, the accused has the right to be accompanied by his/her Academic Advisor, or by another student who may speak on his/her behalf. She/he also has the right to call in witnesses to defend him/her the names of which must be made known to the Chair of the SDC prior to the commencement of the hearing.

- The Committee makes known, in writing, the decisions it has taken to the accused student within seven (7) working days. The decisions are also made known to the Head of the Department, the Dean of the School and the Academic Advisor of the student.

- The penalty is also made known to the University Registrar so that the student's file is brought up to date if the student does not appeal as per the appeals process below. Otherwise the record is updated only after the completion of the Appeals process and the final decision of the Students Appeals Committee.

- The accused student has the right to appeal the decision of the SDC to the Appeals Committee of the Senate. The appeal must be submitted in writing to the Vice Rector for Academic Affairs within ten (10) working days from the day of the announcement of the decision to the student.

- The SDC communicates the minutes to the Senate

7.11.14 Appeals against the Decisions of Disciplinary Bodies (Student Disciplinary Committee/Department Council)

The Chair of the SAC determines the date for the hearing of the appeal referred to the Committee and proceeds with the examination of the case following the SDC procedure/process. The minutes of the SDC or Department Council (DC) meeting are communicated to the student as well as any other additional comments or remarks the SDC/DC wishes to submit to the Committee. The Committee may allow the accused student or the SDC to present new additional testimonies. The names of the new witnesses must be made known to the SAC prior to the commencement of the meeting.

The Student Appeals Committee takes the final decision on the appeal and communicates its decision to all members involved, as well as to the Senate, the Chair of the SDC, the Registrar, the Dean of the School, the Head of the Department, the student's advisor and the Chair of the SDC.

7.11.15 Academic Appeals

Students shall be provided opportunities to request the review of assessment results in instances where they meet specific criteria. These shall include that their assessments have been impacted by exceptional, adverse events.

These criteria and events shall be set out in an Academic Appeals procedure. Such a procedure shall confirm that there shall be no provision for appeal against the academic judgement of assessors where this has been appropriately carried out.

7.12. Miscellaneous

The University shall provide students with access to relevant Internal Regulations and other student procedural documents. It is the obligation of the students to be familiar with the Internal Regulations and other official announcements that concern them. Ignorance of the Internal Regulations, and where they exist programme regulations, does not absolve students from their responsibility.

The University reserves the right to take punitive action against students regardless of whether judicial action is taken or not taken against the student.

Students are referred to the Students Affairs Department to be informed about the Internal Regulations whenever a disciplinary procedure is initiated.

Note: Medical School Special Provisions

Students enrolled in programmes of the Medical School should consult programme-specific regulations and documentation, as well as the policies and procedures of the Medical School which apply to them.

Appendix 5

Policy on Research Time Release (RTR)

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	The RTR Committee meets and evaluates all applications.
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.

Appendix 6

Department of Architecture Research Pillars

DEPARTMENT OF ARCHITECTURE RESEARCH PILLARS

A. Departmental Research Identity

The Department of Architecture is involved with a diverse and rich profile of research activities relating to Architecture and the Built Environment, focusing on the interaction between society, culture, environment, the profession and conditions affecting our quality of life.

We acknowledge Architecture as a discipline that extends to and incorporates knowledge of other disciplines therefore it has an inter-disciplinary nature. Research areas relate architecture with a diverse array of study fields such as art, design, planning, management, construction and representation, addressing issues as diverse as culture, society, environment, new technologies and spatial innovation.

Architectural research could be categorized into three main types/stages of research following the RIBA definition of architectural research; investigations focusing in Architectural processes, Architectural products and Architectural performance:

1. The Architectural processes research is investigating the actual processes that result in the design decision, the implementation of a building, a product or an event. This could include theories of design and representation, pedagogy processes, fieldwork practices, modelling of the environment etc.

2. The Architectural products research is investigating realised or projected architectural products and systems. This could include construction techniques, materials research, spatial issues, aesthetics etc.

3. **The** Architectural performance research is investigating the built environment after completion. This could include inhabitation behaviour, environmental performance, cultural integration, social occupation etc.

The aforementioned three stages of research result in a dynamic cyclical model where one stage is informed by another and specific research activities work across more than one stage.

B. Faculty research profile

The full-time and part-time teaching personnel involved in the programme are actively engaged in research. The main strength of the faculty is their dual role as Academics and Practitioners; a role that allows them to act as mediators between academia, the professions and the industry leading to successful and innovative theoretical and practice based research. Faculty members who are actively practicing in the profession produce completed built projects based on extensive research, ranging from issues such as social engagement and client participation to prototyping of building components to site management strategies. The combination of practice and teaching brings together invaluable experience and architectural competences.

Apart from professional practice, faculty members have diverse architectural research outputs such as installations, experimental projects, workshops, curating, graphic output, in addition to traditional academic written research outputs.

Within this diversity, current research clusters around the following five expansive thematic areas. Most faculty conduct research across these areas, intertwining methodologies and findings.

C. Thematic areas and key research areas; research is carried out in the following five thematic areas:

1. Architecture History and Theory

Research under this thematic area addresses the theoretical and historical context of architecture and the built environment. Research is driven by both theoretical enquiries and empirical experimentation. The relations between architecture and other disciplines such as fine arts, philosophy, geography, sociology, politics, ecology and sciences, are inherently investigated.

Researchers under this category deal with a wide spectrum of theories and histories of culture and society; developing theoretical frameworks for the creation of space and using theoretical and historic frameworks to read and analyse issues of the built environment. Current themes include critical cultural practices in urban contexts, the processes and complexities of sustainable built environments, cultural heritage and the vernacular, reading contexts via representation and mapping, critiquing intangible qualities of space and architectural perceptions, the theory of technology.

2. Research By Design

Research by design is a research methodology where the act of design produces new knowledge, insights, practices or products. In architecture, design is an indispensable method of problem solving, therefore any kind of inquiry that design is the main research process is referred to as "research by design". Design work may include realized projects, proposals, possible realities or alternatives.

Researchers in this category are working with the notion of the design process as a creative practice. They are involved in a wide spectrum of areas as diverse as domestic environments/ housing, public space, public buildings, urban proposals, environmental design, interior spaces, the creative aspects of design, emergency architecture solutions, structural design, spatial and exhibition design.

3. Architecture Construction, Technology and the Environment

Research under this thematic area deals with exploring issues of materials, construction, structures, environmental modification and other technological concerns in the study and making of built form. Additionally the interdisciplinary context within which technological innovation takes place is explored. The processes of architectural production and realisation are critically examined via critiquing the value of building technologies in architectural history, professional practice, local industry and society at large.

Researchers in this area deal with a wide spectrum of subjects such as digital design tools and processes, prefabrication/ building systems and intelligent construction methods, principles of sustainable design at different scales, energy efficiency, energy rating, building components design and manufacturability, integrated design, the procurement of buildings and construction management advances.

Research projects are delivered at a variety of scales and actions, such as construction workshops, material research and prototyping, qualitative and quantitative data analysis, 1:1 hands-on experimentation, design projects.

4. Community, Participation and Social Space

This research thematic builds on a very strong social conscience that characterizes our faculty and educational programme. It aims in bringing together architectural research and the community through people participation methodologies.

Researchers in this category work closely with community groups, aiming at social change and innovation through bottom-up approaches.

Research includes diverse projects that work with the interaction of people and places such as site specific Live Projects, small scale installations in the public space and civic engagement as a tool in the design decision process.

5. Research in Architectural Pedagogy

Research under this thematic aims at exploring new standards of architectural pedagogy, by testing innovative approaches towards reinvigorating the education of future built environment professionals. Research in Pedagogy is an overarching activity that spans over the other four aforementioned research thematic areas. The design studio in particular is the core for research in pedagogy, as innovative teaching of design is itself a critical act of research.

Researchers in architectural pedagogy address the objectives, outcomes, structures and contents, delivery techniques and assessment approaches in architectural education. They undertake a diverse range of research projects which seek to promote innovative and excellent learning and teaching practice, improve the student experience and strengthen the link between research and teaching. Emphasis is placed on international collaborations and exposure, outreach to the community and translating research so that it is appreciated beyond academia.