DDoc. 300.2.1

Date: 27.6.25

External Evaluation Report (Institutional)

- **Higher Education Institution:**
  CDA College

- **Town: Larnaca**

- **Institution Status:** Currently Operating

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC were provided with full documentation prior to the visit. The EEC held a preliminary remote meeting on the 17th June to discuss the evaluation process and plan the visit.

The site visit included the EEC visiting the four CDA campuses in Larnaca, Nicosia, Limassol and Paphos. The subject of this report is specifically the CDA campus at Larnaca which the EEC visited on 25th June 2025.

During the visit the EEC held meetings with: the College leadership, programme leaders, academic staff, stakeholders, students, administrative and QA staff. The EEC also had the opportunity of conducting a comprehensive tour of the buildings and physical resources. All meetings were productive and constructive, and the EEC wishes to thank all those who participated in them.

The EEC wishes to thank the College for the comprehensive information that was provided prior to the visit and the clear presentations that were provided to the EEC during the visit.

B. External Evaluation Committee (EEC)

Name	Position	University
Alexander Wright	Professor of Architecture	University of Bath
Giuseppe Di Fatta	Professor of Computer Science	Free University of Bozen-Bolzano
Vasiliki Kefala	Professor of Aesthetics and Cosmetology	University of West Attica
Michalis Trypiniotis	Building Infrastructure Expert	A.F.Modinos & S.A. Vrahimis Chartered Architects and Engineers
Vassilis Protopapas	Director of Services for Academic Affairs and Student Welfare	Cyprus University of Technology
Christoforos Prokopiou	Student of Electrical Engineering	University of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*

- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*

- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			**Yes / No**
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		Yes
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes*
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.Ε.Κ 103	Yes*
	1.1.3.3	Inspection Certificate Form 104	Yes*
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes**
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes/No***

* The forms are from 2019 to be resubmitted in 2025 *(see comments below)*

** *A valid fire safety certificate is in place however some fire exit doors were locked. (see comments below)*

*** *One lift is out of order and the certificate for the second one is not satisfactory. Electrical installations certificate OK.*

General
The building does have a Certificate of Final Approval Certificate by the local authority which means the premises are as per the official planning applications. The planning application was intended for change of use of the facilities from their previous use to educational buildings.

1.1.3.1 Visual Inspection Form E.O.E 102

Provided

The form was originally submitted with the application to CYQAA in 2019.

The form should be resubmitted with a 2025 inspection by the institute's civil engineer. The premises inspection for the External Evaluation Committee purposes was conducted with the institute's civil engineer and electrical engineer.

The forms need to also be signed by the owner/legal representative of the college.

1.1.3.1 Visual Inspection for the Building's Seismic Sufficiency Form Ε.Ο.Ε.Σ.Ε.Κ 103

The form was originally submitted with the application to CYQAA in 2019.

The form should be resubmitted with a 2025 inspection by the institute's civil engineer. The premises inspection for the External Evaluation.

It should be noted that the building was designed and constructed years before the current seismic design code (Eurocodes).

The forms need to also be signed by the owner/legal representative of the college.

1.1.3.3 Inspection Certificate Form 104

The form was originally submitted with the application to CYQAA in 2019.

The form should be resubmitted with a 2025 inspection by the institute's civil engineer

1.1.3.4 Fire Safety Certificate, issued by the Fire Department

During the facilities inspection numerous fire safety measures were observed:

1. Fire equipment including:
   o Smoke and heat detectors
   o Fire blankets
   o Up-to-date serviced fire extinguishers
2. Emergency exit features:
   o Clear and visible fire exit signs in all areas
   o Fire exit doors leading to safe, open spaces
   o Some fire doors equipped with emergency push handles, unlocked from inside but secured from outside
3. Evacuation procedures:
   o Evacuation plans displayed in common areas
   o Clear, unobstructed pathways to safe zones

On two occasions, fire exit doors were found to be locked for security purposes, as confirmed by college representatives. The college stated that these doors remain unlocked during operating hours when students are present. While one door was secured with a latching mechanism, the other was completely locked with a steel padlock. In an emergency, given the anticipated panic among occupants, these security measures pose a significant safety hazard. **These measures must be removed immediately and replaced with appropriate fire exit hardware that provides the necessary security against intruders while ensuring safe exit.**

1.1.3.5 Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department

There are two installed lifts in the premises.

One of the lifts is out of order. The college submitted quotation from lift manufacturers for repairing/ replacing the lift. It must be noted that the entrance of the lift is narrow and is not suitable for wheelchair access. It is recommended that all the necessary measures are in place to ensure easy wheelchair access to the lift.

An inspection of the operational lifts was done in 2025 however the results are not satisfactory, and the college needs to do several measures as written on the certificate within 3 months for a recheck of the lift.

No gas equipment or gas storage in the premises.

Final Comments

CDA College Larnaca currently operates in facilities that were not originally designed or constructed for educational purposes. Extensive modifications have been implemented to ensure safe and functional operation of the college, though certain issues remain challenging to resolve, particularly corridor widths. Several corridors are narrow, and the passages connecting the buildings are inadequate for wheelchair access. Furthermore, elevation differences exist between buildings. These factors, combined with the previously mentioned lift issues, render the facility unsuitable for universal access across all floors. However, it should be emphasized that the ground floor has sufficient space for modifications to accommodate wheelchair students/staff when required.

The site provides adequate parking facilities, including designated accessible spaces, and students have access to additional nearby parking through an agreement.

During the inspection, no visible signs of structural integrity concerns were identified. Nevertheless, given the building's age of 50 years, a more comprehensive assessment methodology beyond visual inspection is advisable, such as an evaluation conducted in accordance with Eurocode 8 Part 3 CYS 1998-3 Assessment and retrofitting of buildings.

The building features adequate restroom facilities, including accessible facilities for disabled users located on the ground floor.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities	
1.2 Other Facilities	**Satisfactory - Poor - Unsatisfactory**
1.2.1 Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2 Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3 Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4 Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5 Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6 Number of parking spaces designated for students	Satisfactory
1.2.7 Number of parking spaces designated for teaching staff	Satisfactory
1.2.8 Number of parking spaces designated for people with disabilities	Satisfactory
Justify the answers provided for the building facilities by specifying (if any) the deficiencies. The building is equipped with sufficient restroom facilities, including those adapted for disabled users.	

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Poor
2.2	Recreation areas	Poor
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Poor
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Poor
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The College in Larnaca demonstrates a solid commitment to academic support through a student-centred approach, enabled by its small student population and experienced staff. A full-time welfare officer covers a broad range of responsibilities, and the institution offers flexibility in tuition payments and support for working students.

However, key areas of student welfare — particularly those affecting international students — require targeted improvement. These include student life, accommodation, mental health awareness, infrastructure accessibility, and data management.

Key Observations

- Infrastructure: Outdated facilities and a lack of accessible spaces for students with disabilities.
- Student Life: Very limited recreational and social activities; the only communal space is a small cafeteria.
- Mental Health: No recent referrals to the available psychologist may suggest low service visibility.

- Accommodation: No student housing or formal partnerships, despite the high number of international students.
- Data Management: Absence of an integrated academic/student welfare system hampers oversight and analysis.

Suggested areas for improvement

1. Improve international student housing support
   Take a more active role in helping international students secure appropriate accommodation and monitor living conditions where possible.
2. Create a small on-campus gym or formalise gym partnerships
   Support student well-being by offering either on-site fitness facilities or accessible, discounted access to nearby gyms.
3. Raise visibility of mental health services
   Strengthen referral mechanisms and improve communication about available psychological support.
4. Enrich student life, especially for international students
   Organise regular activities (excursions, wellness events) to foster inclusion and community.
5. Establish a small student life fund
   Allocate a modest budget (e.g., €10,000/year) to employ students in planning and running activities, enhancing engagement and providing light financial support.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Poor
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

ΔΙΠΑΕ
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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The EEC was made aware of the College's plans to carry out improvements to its existing premises, or possibly to relocate to new premises within Larnaca. The EEC support this approach, as the College premises would benefit from improvement. The on-line services and staffing provided by the library are satisfactory, with the 'poor' evaluation above being made with reference to the library space itself.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*Compliant*

- *The EEC must justify the numerical scores provided for thequality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings
A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

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

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- ***The report may also address other issues which the EEC finds relevant.***

1. Institution's Academic Profile and Orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning
1.2 Connecting with society
1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria	
1. Institution's academic profile and orientation	
1.1 Mission and strategic planning	**1 - 5**
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The College's mission was provided within the documentation. Whilst it addresses the main areas of the College's activity, the EEC suggests that it would be beneficial to review the College's mission statement. Further commentary of what this may include are contained within the relevant sections of the report below.

Similarly, whilst the College has developed a strategic plan, the EEC suggests that it would be beneficial to review the institution's strategic plan following, or concurrent with, the review of its mission statement.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	4
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	4
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

-        The current numbers of students are as follows:

Cypriot 115

EU 13

International students 120

-        Countries of origin of international students and number from each country

India 93

Bangladesh 24

Nepal 1

Ukraine 1

Click to add text

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Overall, the College has adequate processes and procedures in place with regard to its strategic planning, budgeting and programme development. There are examples of good practice in relation to community engagement and outreach carried out as part of the College's annual activities.

Strengths

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

The EEC found evidence of strength in the areas of community engagement and with respect to its positive impact on society. The College is engaged in various activities in which it fosters engagement between its staff and students and the wider community. This includes the annual Charity Fashion Show which took place shortly before the visit and raised 10k Euro for an autism charity. Engagement with positive impact also includes the students providing hair dressing and other services to disadvantaged members of their local community. The College clearly addresses various aspects of social responsibility through its community outreach activities.

An additional strength is in the College's engagement with local businesses and employers with respect to developing specific programmes and aspects of the curriculum in vocational subjects.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

We encourage the College to undertake a review of its mission statement in order that this might better capture the distinctive strengths and aspirations of the College. We suggest that this mission statement applies to all four CDA colleges, as is currently the case. We further suggest that following, or concurrent with, this review of the mission statement, the College reviews its strategic plan.

The EEC does not view the existing mission statement as in any way incorrect, but rather that it appears not to fully articulate the strengths and aims of the College. In some aspects it appears somewhat generic in terms of what many HE providers offer. We hope that a revised mission statement may help guide the strategic planning and may help communicate the ethos of the College to a variety of audiences. These audiences are international, including potential applicants, national, local and also includes its own academic community. Ideally the revision of the mission statement may also provide an opportunity for engagement with its own staff, students and core stakeholders. The mission statement can play a useful role in strengthening the identity of the College, both internally and externally.

In evaluating the Institution, the following distinctive characteristics and aims were voiced, and are ones which the EEC suggests might be considered in formulating a revised statement of mission.

The College has, and fosters, an extremely strong and supportive academy community which embraces its academic staff, administrative staff and students.

The College provides and seeks to enhance high levels of personal academic and pastoral support for all its students, including those with particular educational needs, or those students with economic, or social disadvantage.

The pedagogy employed is highly student focused, practice-led and offers a balance of theoretical learning and practical skills suited to employment and career development.

CDA uniquely is in the form of a national private educational institution, and simultaneous a local College rooted and supportive of its community.

CDA is unique in being a national private institution with colleges in all four of Cyprus' major towns.

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

Sub-Area	Non-compliant / Partially Compliant / Compliant

1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy
2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2: Non-compliant

    3: Partially compliant

    4 or 5: Compliant

Quality Indicators/Criteria			
2. Quality Assurance			
2.1 System and Quality Assurance Strategy			**1 - 5**
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.		4
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.		4
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.		4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:		
	2.1.4.1	The teaching and learning	4
	2.1.4.2	Research	3
	2.1.4.3	The connection with society	4
	2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.		4
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.		4

ΔΙΠΑΕ / CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Committee noted that not all research activity undergoes formal internal ethics approval at the outset.

2. Quality assurance	
2.2 Ensuring quality for the programmes of study	**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	4
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	3
	2.2.10.2	Library	3
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	3
	2.2.10.4	Technological infrastructure	4
	2.2.10.5	Support structures for students with special needs and learning difficulties	3
	2.2.10.6	Academic Support	4
	2.2.10.7	Student Welfare Services	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC was made aware of the College's plans to carry out improvements to its existing premises, or possible to relocate to new premises within Larnaca. The EEC support this approach as the College premises would benefit from improvement. (see also Section c 3.1)

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The College shares or combines some aspects of its Quality Assurance processes and procedures with the 4 CDA Colleges within Cyprus. Overall, the EEC found the Quality Assurance regime within the College to be compliant with respect to its strategic approach and programme management and development.

The Committee noted that there were areas within the Larnaca campus where disabled access was not as easily used as would ideally be the case.

Strengths

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

There is a dedicated team of academic and administrative staff that ensure personal support is provided in response to student needs.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC suggested that there may be efficiencies and improvements to be gained from greater levels of integration of the QA processes and procedures across the four Colleges. This may include adopting a suitable form of shared student information management software.

In instances where the College has disabled students or staff a policy should be in place which makes reasonable accommodations to support their access to, and use of, the College buildings.

We suggest that the College explores opportunities for additional social and academic interaction between its students across its four campuses.

We suggest that the College reviews its list of stakeholders to ensure that the stakeholders who contribute to the development of the programmes are sufficient to cover the professional subjects taught and the four locations of the CDA College.

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

Sub-Area	Non-compliant/ Partially Compliant/Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

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

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3. Administration *(ESG 1.1)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria	
3. Administration	**1 - 5**
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	4
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	4
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	4
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	3

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The College reported the use of an application within the Moodle platform which it uses to monitor and detect any inappropriate use of AI in assessments. The EEC is aware that such applications are not entirely reliable and subject to a significant number of false positive results. While plagiarism detection tools are reliable and appropriate for other forms of plagiarism, we suggest other mechanisms should be consider with respect to the specific challenges which result from misuse of AI in assessments.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

There is no Council or Senate in this context, and so the EEC's evaluation in instances where these bodies are cited is with respect to the applicable academic and administrative committees.

Overall, the EEC witnessed a competent and effective administrative team across all areas, including academic affairs, student affairs and staff management and development.

Strengths

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

A core strength of the College is the coherence and quality of its team of administrative staff.

- Good understanding and implementation of procedures
- Compliance with the legislative and regulatory framework.
- Administrative systems appear to be in place to record data and monitor activities.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Many institutional are currently reviewing their assessment mechanisms and processes in light of the increasing use of AI in all areas of work. We encourage you to continue to develop your assessment mechanisms and practices in order to ensure they are robust in the context of increasingly sophisticated applications of AI.

Organisational changes must be monitored, evaluated and improved over time as necessary, to ensure appropriate modernization.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
3. Administration	Compliant

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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas
4.1 Planning the programmes of study
4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

4.2 Organisation of teaching	**1 - 5**
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	4

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to add text		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on the overview of the interviews and documents, we found the planning and organisation of the teaching programmes is executed in a clear way.

Courses are assessed and evaluated in compliance with the levels of those programmes.

Some courses have been taught for many years, so it was possible to evaluate their development over an extended period. The learning and teaching are organised in an adequate way and detailed procedures are evident relating to the grading, appeals procedure, and assessment implementation.

Organisation of teaching is appropriate.

Strengths

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

The EEC consider the programmes provided offer a well-considered balance of theoretical learning and practical skills, which are suited to employment and career development.

The students benefit from high levels of personal academic support.

Feedback provided to students is well-tailored to individual student development needs and delivered in an extremely timely manner.

There is a well used system in place where students are given the opportunity to evaluate their courses at the end of each semester.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Where students numbers in specific in-person courses are relatively low, consideration should be given to any additional measures that can be employed to ensure the student experience has the benefits offered by a vibrant, in-person student cohort.

We encourage the College to be creative and innovative in its approach to AI and how AI may be beneficially embedded within its programmes. We encourage the College to ensure that your graduates are equipped to be critically reflective with respect to the role of AI, and agile in adopting or exploiting it in their professional and academic lives. Staff expertise with respect to AI should be a consideration in staff development and future staff recruitment.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

 1 or 2:   Non-compliant

 3:       Partially compliant

 4 or 5:   Compliant

Quality Indicators/Criteria		
5. Teaching Staff		**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	4
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	4

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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

Staff details:
- Number of teaching staff working full-time and having exclusive work 17
- Number of special teaching staff working full-time and having exclusive work 2
- Number of visiting Professors 15
- Number of special scientists on lease services 9

The above figures were taken from the Annex 14 documentation. Following the visit the EEC was provided with additional staffing information which gave the following statistics for Spring 2025.

Academic staff 27
Full-time 17
- Number of teaching staff working full-time and having exclusive work 0
- Number of special teaching staff working full-time and having exclusive work 8
- Number of visiting Professors 0
- Number of special scientists on lease services 2

There is therefore a degree of uncertainty regarding the required staffing information.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The College employs an appropriate mix of qualified full-time and part-time staff.

Strengths

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

A core strength of the College is its academic staff. The EEC observed teaching staff who were experienced, dedicated and combined a balance of full-time and part-time educators.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC understands there is some uncertainty on the part of the College regarding the staffing information which is required as part of the evaluation process. This resulted in a lack of clarity regarding the staffing figures for the College which were provided to the EEC. We recommend

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that the College confirms with the Agency of Quality Assurance and Accreditation in Higher Education the statistics which are required, so that these may be provided.

The EEC encourages the College to maintain its profile and development of staff, especially in the instance of any significant increase in the student population.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:        Partially compliant

4 or 5:   Compliant

Quality indicators/criteria	
6. Research	**1 - 5**
6.1	The Institution has a research policy formulated in line with its mission.	3
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	4
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	4
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	4
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	4

6.11	The programmes of study implement the Institution's recorded research policy.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The EEC noted that there appeared to be a relatively small proportion of staff engaged in research activities within the Aristotle Centre. The EEC believes there may be benefit in revisiting the research policy so that it is more inclusive of research associated activities which may prove more appropriate to the College's staff profile and range of teaching.

The EEC did not identify a formal ethics approval process in place which covered research activities from the outset.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

We acknowledge that the research context for the College is similar to other Cypriot colleges. The institution is a teaching intensive organisation that is focused in vocational areas and on specific professional requirements. Research activities can be beneficial to the master's level programmes, albeit that practice-led teaching is a characteristic pedagogical approach within the College. The College has established the Aristotle Research Centre to address areas concerned with research activity.

Strengths

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

The College has a suitable environment to leverage its engagement with innovative practice in specific professional disciplines.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Whilst we appreciate the advances that have been made in research within the College and the work of the Aristotle Research Centre, it appears as though only a small minority of staff actively engage in building the research culture of the Institution. We therefore suggest that the Institution should review its research activities in order to establish a research plan which is well suited to its character and distinctiveness as an institution, and embraces a broader range of research related activities and outputs.

We are aware that pure academic research, and the creation of new knowledge, is a highly competitive area within higher education and one in which competition among long-established, research-intensive institutions is fierce. We therefore suggest that any review of the institution's

research activities might usefully focus on areas such as, innovation, knowledge exchange, impact and dissemination.

With this in mind we offer the following suggestions of areas for possible development.

We suggest that some additional staff time is applied to collating, recording and presenting some of your existing activities and their impact, as these may prove eminently suitable for publication. Case studies which sought to describe, measure and present the benefits of your community focused activities for example, would appear to offer a good opportunity for you to disseminate innovative good practice.

We noted that currently there appears to be no formal process whereby full or part-time staff are encouraged to bring consultancy activities within the umbrella of the Institution. Many institutions include consultancy as a key element of their research activities. The College may wish to explore if a system could be introduced which both benefitted the College and its staff, in developing consultancy activities. These may, over time, also help to diversify the income stream of the College and such activities may also help demonstrate institutional impact and knowledge exchange.

The EEC suggests the College designates an Ethics Officer in order to have a person identified as having a coordinating role for ensuring research activities have the benefit of some form of formal ethics approval.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
6. Research	Partially Compliant

7. **Resources** *(ESG 1.6)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to add text

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The Institution demonstrates a solid foundation of financial and material resources to support its current academic and administrative operations. Some improvement in the physical infrastructure of the College is planned and is merited. While digital infrastructure

is present, it could benefit from continuing periodic upgrades to meet the evolving academic and technological demands.

The available resources for the development of facilities and the recruitment of new staff suitable for the needs of a college derive largely from student tuition fees.

The EEC noted that financial support is available to faculty members for career progression and development.

Strengths

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

- Financial management appears responsible and aligned with strategic objectives.
- Evidence of systematic infrastructure planning and allocation of resources according to departmental needs.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- Digital infrastructure: There is room for further development of the IT systems to better support the administrative functions of the College.

The EEC suggest that there may be the opportunity to achieve greater diversity in funding sources (e.g., non-teaching funds), this might include sources such as:

Research activities

Private sector entities and businesses

Foundations and organisations that support education or innovation

Rental and service provision of facilities (e.g., classrooms)

Provision of educational services to businesses

Please select what is appropriate for the following assessment area:

Assessment Area	Non-Compliant/ Partially Compliant/Compliant
7. Resources	Compliant

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E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The EEC observed a competent and coherent educational institution, which has robust and secure processes in place to support good quality programmes. Clear evidence of compliance was provided or observed across all areas of activity. The EEC also noted the important role the College plays in its local community.

The EEC has included within the body of this report specific instances where improvements might be made by the institution, in relation to each section of the report. The EEC has also included within the main body of the report areas of good and outstanding practice.

In summary the main EEC recommendations are as follows:

The College should consider reviewing its mission statement and associated strategic plan.

The College should review its strategy for research and development

The College should establish a designated the role of Ethics Officer.

The College should improve the facilities offered by its current campus buildings, or proceed with its potential relocation to other premises within Larnaca.

The College should explore whether there are net benefits to be gained through further levels of integration across the four CDA Colleges.

The College should seek to increase the opportunities it supports to foster interaction for academic and social benefits among students from the four CDA Colleges.

Additional recommendations regarding Building Facilities, Student Welfare Services and Infrastructure are included within Section C.

The EEC encourages you to fully exploit the opportunity of celebrating your Golden Anniversary next year to publicise and promote CDA College as widely as possible.

The EEC wishes to thank all those involved with the visit and the preparations for the visit.

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F. Signatures of the EEC

Name	Signature	
Alexander Wright		
Giuseppe Di Fatta		
Vasiliki Kefala		
Michalis Trypiniotis		
Vassilis Protopapas		
Christoforos Prokopiou		

Date: 28.06.2025