

Doc. 300.1.2

Date: 25/02/2025

Higher Education Institution's Response

- Higher Education Institution:
C.D.A COLLEGE

- Town: PAFOS

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

In Greek:

ΤΡΑΠΕΖΟΚΟΜΙΑ (2 ΈΤΗ, 120 ECTS, ΔΙΠΛΩΜΑ)

In English:

CATERING ARTS & SERVICES (2 YEARS, 120 ECTS,
DIPLOMA)

- Language(s) of instruction: English
- Programme's status: New
- Concentrations (if any):

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [[L.136\(I\)/2015 – L.132\(I\)/2021](#)].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

All Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We recommend developing a rubric that clearly aligns programme learning outcomes, not only with courses, but with specific assessments on each course.	Following the suggestions of the EEC we have updated the rubric presented in the application and at the Accreditation Day by aligning not only with courses but also with specific assessments on each course. It is important to mention that for this specific program of study the nature of its modules varies and each lecturer tailors the assessment methods accordingly. See Annex 1	Choose level of compliance:
There is a need to specify the students' workload, especially the range of assessments. Staff should communicate clearly about their assessment plans and ensure that there are not too many overlaps in terms of the nature of tasks and deadlines.	Each lecturer is asked to prepare a Course Outline of their course and upload it on their Moodle page so as for the students to have an easy access of all necessary information concerning the course. The course outline is detailed, providing information such as workload, assessment methods, weekly schedule, bibliography etc. See Annex 2 The examination periods are set and approved by the Ministry of Education prior the beginning of each Academic Year. All students are given the academic calendar at the beginning of each semester and it is also uploaded on our website and Moodle platform. Students are also reminded by messages and emails for all important dates. See Annex 3	Choose level of compliance:

	Furthermore, the Management of the College encourages the cooperation between its four branches. Academic staff of all specialties arrange meetings so as to share notes and new teaching methods. Also, the Moodle platform and more specifically the addon “MyCDACommunity” gives us the opportunity to communicate with colleagues at any time. Because the accredited programs are the same in all campuses, we all have a common syllabus. If there is room for update, we discuss it amongst us and proceed with the update of the syllabus. We are only allowed a 10% change on syllabus without reporting back to the Agency. If we would like to make more than 10% changes, we have to send it to the Agency for approval or wait until the next accreditation. The assessment methods have common standards in all campuses so as to have uniformity. for example, all courses would have a mid-term examination, give a percentage for class participation, have the students to prepare a small project. However, assessment methods can vary due to the nature of each module. But what is more important it is that all lecturers discuss between them and decide on common assessment methods and techniques. Of course, the Internal Committee is always	
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	willing to help and assist all lecturers in any way possible. In addition to the departmental meetings, twice a year we hold a general meeting, twice a year, which gives us the opportunity to see all our colleagues.	
More information should be provided about the progression rates of current students, as well as alumni career paths, especially whether they stay in Cyprus or work internationally. This information will be useful for current and prospective students.	<u>Alumni (graduate employment information):</u> Our website also provides information to all graduates through the Alumni section. A graduate automatically becomes member of the Alumni Association upon its graduation from the College. Alumni members can if given permission receive promotion material, job vacancies and the newsletter of the college. Alumni records are kept by the College and are used in statistics and surveys. Our Alumni records in all branches are updated every five years. It is important for us to keep in touch with our graduates and be inform of their professional achievements. The success of the College lies behind the employability rates of its graduates. See Annex 4 <u>Profile of the student population:</u> The College keeps separate records for all its students. Upon their registration, students complete a number of forms and give us the permission to access their personal data and information. The Ministry of Education conducts every year statistics on the profile of the student population and specific data are asked such as gender, religion,	Choose level of compliance:

	marital status, academic level etc. and we as college we have to submit all these information to the Ministry. Furthermore, it is important for an academic institution to know the profile of its student population so as to face any problems and difficulties might come across. <u>Student progression, success and drop-out-rates:</u> Another important aspect that we take into consideration is the drop out & passing rates. Records are kept which are used in surveys either conducted by the College itself as well as by the Ministry of Education, Sports and Youth. Also, the metrics and statistics which are retrieved through google analytics concerning our webpage, social media advertisements are also important key factors which are included in feasibility reports.	
Except for the Programme development and relationship with the Fitos Inn, it is not immediately clear how the external stakeholders will be involved in the ongoing quality assurance of the Programme. Their role in providing feedback and support (beyond internships) might need to be stated more specifically.	The stakeholders are part of the Internal Committee of the College and their advice and feedback played a significant role in creating the specific vocational program of study. The idea of designing the program came directly from those stakeholders and in cooperation with them we developed an academic vocational program of study at a diploma level which will fulfill the current and future needs of the hospitality field in Cyprus and even abroad. Moreover, they were directly involved in creating the syllabi of the modules and outlined the	Choose level of compliance:

	needs of such a program based on their professional expertise. In addition, we as an Academic Institution asked them to provide us with detailed analysis of the current trend of the market concerning the field of catering arts and services. Thus, the detailed reports with statistics on employment prospects of the graduates of the program, with the number being very encouraging, were decisively in proceeding with the design and application of the program. All stakeholders that were asked to join our team in advising us in the designing of the program are professionals with many years of professional experience in the field of hospitality and thus their comments and suggestions were valuable and their opinion will be asked throughout the operation of the program of study. Furthermore, Fitos Inn is our primarily choice of industrial placement since the Inn fulfils all requirements but we would and we have already proceeded with oral agreements and contracts would be signed with other restaurants / hotels See Annex 5	
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2. Student – centred learning, teaching and assessment (ESG 1.3) 2.3 – Partially Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
More attention should be paid to the nature and balance of assessments across the whole Programme. The team should discuss this and a matrix or similar document should be produced that indicates an appropriate assessment workload. This is important in case the staff should change at some point or if visiting teachers are employed.	Following the suggestions of the EEC we have updated the rubric presented in the application and at the Accreditation Day by aligning not only with courses but also with specific assessments on each course. It is important to mention that for this specific program of study the nature of its modules varies and each lecturer tailors the assessment methods accordingly. See Annex 1 Each lecturer is asked to prepare a Course Outline of their course and upload it on their Moodle page so as for the students to have an easy access of all necessary information concerning the course. The course outline is detailed, providing information such as workload, assessment methods, weekly schedule, bibliography etc. See Annex 2 The examination periods are set and approved by the Ministry of Education prior the beginning of each Academic Year. All students are given the academic calendar at the beginning of each semester and it is also uploaded on our website and Moodle platform. Students are also reminded by messages and emails for all important dates. See Annex 3	Choose level of compliance:

	Furthermore, the Management of the College encourages the cooperation between its four branches. Academic staff of all specialties arrange meetings so as to share notes and new teaching methods. Also, the Moodle platform and more specifically the addon “MyCDACommunity” gives us the opportunity to communicate with colleagues at any time. Because the accredited programs are the same in all campuses, we all have a common syllabus. If there is room for update, we discuss it amongst us and proceed with the update of the syllabus. We are only allowed by the Agency a 10% change on syllabus without reporting back. If we would like to make more than 10% changes, we have to send it to the Agency for approval or wait until the next accreditation. Even the assessment methods have common standards in all campuses so as to have uniformity. for example, all courses would have a mid-term examination, give a percentage for class participation, have the students to prepare a small project. However, assessment methods can vary due to the nature of each module. But what is more important it is that all lecturers discuss between them and decide on common assessment methods and techniques. Of course, the Internal Committee is always	
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	willing to help and assist all lecturers in any way possible. Except the departmental meetings, twice a year we have a general meeting which gives us the opportunity to see all our colleagues.	
Students need to be offered training opportunities in a range of hospitality facilities from guest houses or family businesses up to five-star hotel level. The range of actual and potential internship possibilities should be listed in a separate document.	Following the suggestions of the EEC we have already proceeded with signed agreements with hospitality facilities to offer training opportunities to students. Students can also find their own work placement and if it is approved by the College and the Internal Committee then they can proceed with their internship. See Annex 6	Choose level of compliance:
Students expressed some difficulties reaching the college by public transport because their lodgings are not close by. Parking was also considered to be a problem. The new Programme should consider how students can reach the college and their internships (including the Fitos).	C.D.A College Pafos is located in the centre of Pafos and public transportation is available all through the day with public buses right outside the College. There is a parking lot at the College with the approved number of parking spaces by the Public Authorities. The College is not responsible to offer parking lots to all students but we try to adjust their time schedules so as not arrive late for classes. For example, classes usually begin around 08.30 a.m. so it gives them plenty of time to come to college on time. For the specific program, there would be a shuttle bus transferring the students from the College to the Inn and back for the practical modules but the students themselves are responsible to arrive at their internships on time.	Choose level of compliance:

	Most of the students in Paphos commute by public buses, motorbikes and bikes. Thus, it is not the responsibility of the College to arrange their transportation.	
The library space is cosy and inviting, but there may be a need to create other areas in which students can study, especially if they are sharing accommodation.	CDA College has fully equipped and enriched the library with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Nicosia, Limassol, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other. Moreover, the library is regularly upgraded with new editions of textbooks, magazines and e-databases. The new e-libraries EBSCO and Emerald has also many textbooks and scientific journals on all educational areas. Here below are detailed numbers of books in our libraries. The libraries are open from Monday to Friday from 9.00 am until 19.00 pm. Besides the library, the students can also use the cafeteria to study or book a lab. There is also a public library nearby the College that the students can use to study.	Choose level of compliance:

3. Teaching staff

(ESG 1.5)

All Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
ERASMUS exchange programme should be better exploited both for teaching staff and students by increasing the bilateral agreements among EU institutions and by motivating staff and students to participate in short/long term teaching/training missions	In our college, there is an Erasmus office. There has been a transformation of the Erasmus since 2021 and has been integrated with our "Aristotle" Research Center. These two offices work together perfectly and have already submitted several programs through Erasmus + and we await responses. In addition, administrative and academic staff from all 4 branches are given the opportunity through Erasmus mobilities to visit European Institutions. Erasmus mobilities and programmes allow the staff both academic and administrative to upgrade and update their skills and thus enhance their knowledge. Therefore, by visiting other European Institution they become familia with new teaching techniques or and more sufficient administrative methods which would definitely benefit not only our students but our college in general. It is also important to note that we have just been awarded a new funding for Erasmus mobilities for the next academic year. See Annex 7	Choose level of compliance:

CDA should encourage and support teaching staff to participate in more research initiatives and publish in peer reviewed journals related to the specific scientific field Students could possibly be involved in research, especially relating to more sustainable and green practices in hospitality and F&B	According to the legislation, short cycle programs such as the Diploma in the Catering Arts & Services do not require research. However, C.D.A College has created its own research Centre “Aristotle Research Centre” and both students and teaching staff are encouraged to participate in more research activities and publish in peer reviewed journals. The last published journal was “ENVIRONMENTAL CONCERN AND GREEN HOTEL CERTIFICATIONS”, submitted for presentation at the 5th International Conference on Environmental Design and Health (ICED2024), is accepted for presentation at the Conference and indexed in Scopus.	Choose level of compliance:
		Choose level of compliance:

4. Student admission, progression, recognition and certification

(ESG 1.4)

All Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
When recruiting from third countries, it would be helpful to specify equivalences for high school qualifications	Please find below the criteria for International Students which are publish on our website International Students Admissions - NON EU STUDENTS - CDA College and in our Prospectus. Admission Procedure for International Students International students applying for admission at C.D.A. College must submit the following to the College's International Office: - Copy of Passport. - Copy of Academic documents. Secondary & Higher Secondary School Certificates along with the final Mark sheets. Candidates must have a high school leaving mark at least 50% and above. For Master Applicants we need a Bachelor Degree and Transcripts. - Proof of English International candidates who meet the criteria for admission will be issued an Acceptance Letter which is sent to the student after its issuance. Once the candidate has received the Acceptance Letter, they can start preparing the documents needed by the Immigration Authorities: - Copy of Passport with original Apostille-Minimum Validity 2 Years.	Choose level of compliance:

	- Copy of Academic Documents with original Apostille – Secondary & Higher Secondary School Certificates along with the final Mark sheets. Students must have a high school leaving mark at least 50% and above and ENGLISH LANGUAGE CERTIFICATE (see page 10). For Master Applicants we need a Bachelor Degree and Transcripts. - Original Police Certificate with original Apostille–Minimum Validity 6 months. Highlighting that the student has no criminal record. - Original Bank Certificate/Letter with original Apostille– – Minimum Validity 6 months. The bank certificate must clearly state that the student’s sponsor has sufficient funds to finance the students stay and studies in Cyprus. (Minimum €7000) The bank certificate should be issued on students or fathers or mother’s name. In case when the sponsor is a third person, please submit Court Affidavit stating the relationship between sponsor and student. - Original Bank statement with original Apostille– - Minimum Validity 1 month. This needs to be a print out from the bank clearly showing that the sponsor has the minimum number of Euro 7000 in his/her bank account. It is essential to mention that this amount should be in the account for at least 1 month and should be left as the last document to be issued! All Pages must have Attestations.	
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	- Original Medical Certificate with original Apostille - Minimum Validity 4 months. Blood test results for HIV, Syphilis, Hepatitis B and Hepatitis C and Chest X-rays report (Tuberculosis). From a Government Hospital/ Doctor. It is essential to mention that any document that is not in English language should be translated into English.	
The College should state specifically whether prior learning and/or work experience can be taken into consideration	According to the legislation, previous studies are taken into consideration and if applicable (accredited programs, nature of a program etc.) some ECTS transfers are given. However, at the moment work experience is not taken into consideration. See Annex 8 ECTS Transfer from short Cycle.pdf	Choose level of compliance:

5. Learning resources and student support

(ESG 1.6)

5.2 – Partially Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We recommend that all reading lists are updated before delivery, to include the most recent editions of standard texts, and new texts in specialist fields are added to support specific content areas.	Following the EEC's recommendation, we would proceed with updated reading lists as soon as the program is accredited. See Annex 9	Choose level of compliance:
The list of suggested journals is not appropriate for every course. We recommend reviewing these to list only appropriate resources, including relevant industry publications, where appropriate.	Following the EEC's recommendation, we have already reviewed the suggested journal list. See Annex 9	Choose level of compliance:
The relationship with the Fitos hotel requires clarification. Having access to suitable training facilities is vital for the success of the programme, and the ability of students to complete their studies. We are concerned that only one hotel is formally associated with the programme, and that this presents a risk to delivery. We first recommend that a formal agreement is put into place between CDA college and the Fitos hotel that clearly identifies responsibilities and financial arrangements regarding the training elements of this programme. Second, we recommend that the risk of this relationship is assessed and contingency plans are formally developed to safeguard student progression and completion in the event of problems in this relationship.	The stakeholders are part of the Internal Committee of the College and their advice and feedback played a significant role in creating the specific vocational program of study. The idea of designing the program came directly from those stakeholders and in cooperation with them we developed an academic vocational program of study at a diploma level which will fulfill the current and future needs of the hospitality field in Cyprus and even abroad. Moreover, they were directly involved in creating the syllabi of the modules and outlined the needs of such a program based on their professional expertise. In addition, we as an Academic Institution asked them to provide us with detailed analysis of the current trend of the market	Choose level of compliance:

○ As the programme grows, we recommend reviewing the capacity of the Fitos hotel to provide suitable training facilities for increased cohort sizes. ○ The staff involved in the delivery and assessment of teaching at the Fitos hotel requires clarification. These staff should be suitably qualified and experienced teachers, notwithstanding the involvement of industry colleagues in the provision of practical experience. ○ The nature of transport between CDA college and Fitos should be clarified in the programme documentation and, especially, for students. This transport should be provided for students, and this should not be at their own cost. ○ We recommend ensuring that students have the opportunity for training and experience in a range of hospitality settings, with a range of quality ratings. This will help to prepare students for work in the industry and ensure they are acquiring appropriate knowledge and experience to develop their careers. ○ Related to the previous point, it is important that students do not complete all of their training and their industrial placements in solely the Fitos hotel. We suggest that only one placement can be completed in the Fitos ○ Finally, we suggest that CDA college consider the provision of some specialist training facilities in-house, as the programme develops and recruitment grows.	concerning the field of catering arts and services. Thus, the detailed reports with statistics on employment prospects of the graduates of the program, with the number being very encouraging, were decisively in proceeding with the design and application of the program. All stakeholders that were asked to join our team in advising us in the designing of the program are professionals with many years of professional experience in the field of hospitality and thus their comments and suggestions were valuable and their opinion will be asked throughout the operation of the program of study. Furthermore, Fitos Inn is our primarily choice of industrial placement since the Inn fulfils all requirements but we would and we have already proceeded with oral agreements and contracts would be signed with other restaurants / hotels See Annex 5	
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6. Additional for doctoral programmes (ALL ESG)

Not applicable

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

Not applicable

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Areas of Improvement: 1. Broader Industry Integration: Strengthen partnerships beyond the Fitos Hotel to offer students diverse training environments that reflect the range of opportunities in the hospitality industry. 2. Enhanced Resources: Expand access to specialist resources, including the library, digital tools, and on-campus facilities, to support a growing cohort and ensure long-term sustainability. 3. Stakeholder Involvement in QA: Formalize the role of industry stakeholders in ongoing quality assurance, ensuring their insights contribute continuously to programme refinement. 4. Research Integration: Encourage teaching staff to engage in hospitality-related research, including sustainable practices, to enrich the academic environment and provide research opportunities for students. 5. Transport and Accessibility: Address logistical issues such as transport to internships and on-campus parking to remove barriers for students. Future Directions: 1. Establish formal agreements with multiple hospitality partners to diversify practical training options. 2. Develop a comprehensive assessment matrix to ensure balanced workloads and	The stakeholders are part of the Internal Committee of the College and their advice and feedback played a significant role in creating the specific vocational program of study. The idea of designing the program came directly from those stakeholders and in cooperation with them we developed an academic vocational program of study at a diploma level which will fulfill the current and future needs of the hospitality field in Cyprus and even abroad. Moreover, they were directly involved in creating the syllabi of the modules and outlined the needs of such a program based on their professional expertise. In addition, we as an Academic Institution asked them to provide us with detailed analysis of the current trend of the market concerning the field of catering arts and services. Thus, the detailed reports with statistics on employment prospects of the graduates of the program, with the number being very encouraging, were decisively in proceeding with the design and application of the program. All stakeholders that were asked to join our team in advising us in the designing of the program are professionals with many years of professional experience in the field of hospitality and thus their comments and suggestions were	Choose level of compliance:
		Choose level of compliance:

alignment with learning outcomes. 3. Consider long-term investment in dedicated, on-site practical training facilities to reduce reliance on external partners.	valuable and their opinion will be asked throughout the operation of the program of study. Furthermore, Fitos Inn is our primarily choice of industrial placement since the Inn fulfils all requirements but we would and we have already proceeded with oral agreements and contracts would be signed with other restaurants / hotels See Annex 5 CDA College has fully equipped and enriched the library with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Nicosia, Limassol, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other. Moreover, the library is regularly upgraded with new editions of textbooks, magazines and e-databases. The new e-libraries EBSCO and Emerald has also many textbooks and scientific journals on all educational areas. Here below are detailed numbers of books in our libraries. The libraries are open from Monday to Friday from 9.00 am until 19.00 pm. Besides the library, the students can also use the cafeteria to study or book a lab. There is also a public library nearby the College that the students can use to study.	
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	In our college, there is an Erasmus office. There has been a transformation of the Erasmus since 2021 and has been integrated with our "Aristotle" Research Center. These two offices work together perfectly and have already submitted several programs through Erasmus + and we await responses. In addition, administrative and academic staff from all 4 branches are given the opportunity through Erasmus mobilities to visit European Institutions. Erasmus mobilities and programmes allow the staff both academic and administrative to upgrade and update their skills and thus enhance their knowledge. Therefore, by visiting other European Institution they become familia with new teaching techniques or and more sufficient administrative methods which would definitely benefit not only our students but our college in general. It is also important to note that we have just been awarded a new funding for Erasmus mobilities for the next academic year. See Annex 7 C.D.A College Pafos is located in the centre of Pafos and public transportation is available all through the day with public buses right outside the College. There is a parking lot at the College with the approved	
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	number of parking spaces by the Public Authorities. The College is not responsible to offer parking lots to all students but we try to adjust their time schedules so as not arrive late for classes. For example, classes usually begin around 08.30 a.m. so it gives them plenty of time to come to college on time. For the specific program, there would be a shuttle bus transferring the students from the College to the Inn and back for the practical modules but the students themselves are responsible to arrive at their internships on time. Most of the students in Paphos commute by public buses, motorbikes and bikes. Thus, it is not the responsibility of the College to arrange their transportation.	
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C. Higher Education Institution academic representatives

Date: 25/02/2025

