

Doc. 300.1.3

Date: September 30th 2025

Feedback Report from EEC Experts

- **Higher Education Institution:**
C.D.A College
- **Town:** Nicosia
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle)

In Greek:

ΠΤΥΧΙΟ ΔΙΟΙΚΗΣΗΣ ΕΠΙΧΕΙΡΗΣΕΩΝ (4 ΧΡΟΝΙΑ, 240 ECTS, ΠΤΥΧΙΟ)

In English:

Business Administration (4 Years, 240 ECTS, Bachelor of Arts)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Philip Vergauwen	Full Professor, Chair EEC	Maastricht University (NL) and Université Libre de Bruxelles (BE)
Ernst Verwaal	Full Professor, Member EEC	Katholieke Universiteit Leuven (BE)
Ad De Jong	Full Professor, Member EEC	Copenhagen Business School (DK)
Demetris Kazamias	Student, Member EEC	University of Cyprus (CY)



B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC strongly recommends the C.D.A. College to implement the programme renewal the College has prepared and to ensure that AI related issues become core courses of the programme and are integrated in the different disciplines relevant to Business Administration (finance, accounting, marketing, management, HR, organisational behaviour, etc ...).	Following the EEC's recommendations and suggestions, we have proceeded with the following amendments: The proposed elective course "AI 500 - Artificial Intelligence for Business" is now a core course and would be offered in 2 nd Year D Semester and new course code would be "AI 201 Artificial Intelligence for Business". Also, the proposed elective course "BUS 501: Logistics & Supply Chain Management" is now a core course and would be offered in 2 nd Year D Semester and new course code would be "BUS 305: Logistics & Supply Chain Management". Moreover, AI related issues are integrated in the different disciplines of the program. See Annex 1 – Examples of AI Integration in the course syllabi See Annex 2 – Revised Table 2	Compliance
The EEC also strongly recommends the school keep the Business Project a mandatory 12 ECTS course as opposed to allowing students to replace the (capstone) Business Project by two 6 ECTS courses. Furthermore, the EEC finds strong support among students and faculty for keeping this course mandatory and for allowing the Business Project to become a group or	Following the recommendations of the EEC, the Internal Quality Assurance Committee has decided to keep the Business Project as mandatory course in the last semester of study. Also, and based on the endorsements of the EEC, the IQAC has also decided to amend the method of delivery of the Business Project. The Business Project can be the result of an	Compliance

team effort with clearly identifiable individual contributions by students as members of such team. This design would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions.	individual or group work. Emphasis would be placed on group work but if for some reasons someone does not want to be part of a group, he/she can work on its own. We strongly agree with the EEC's suggestion that group work would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions. Please See Annex 2 – Revised Table 2	
With respect to ESG and sustainability in general, The EEC strongly recommends the College to implement an actionable and concrete set of development goals connecting the dots with respect to connecting the ESG. The EEC considers such consistent and coherent approach to be normal practice in higher education institutes that really want to have impact.	The EEC emphasizes that connecting the dots across various initiatives—whether related to curriculum development, research agendas, campus operations, or stakeholder collaboration—is essential. A consistent, coherent approach to ESG is increasingly regarded as standard practice in higher education institutions that aim to make a real and lasting impact. CDA College uses KPIs to understand how a program, department, course or a student is progressing toward their goals. KPIs are the tools to understand and measure the success of the College. Furthermore, these KPIs help the College to monitor and evaluate how well they're performing, and direct their policy formulation and target setting. CDA College Information Management CDA College strongly believes in transparency and that is why all-important information is	Compliance

	published on our website and is accessible by everybody. For example, on our website (Homepage - CDA College) someone can find all information concerning our Programs of Study such as learning outcomes, structure of a program, academic staff etc. The College Prospectus, which is approved by the Ministry of Education is published once a year (it is also uploaded on our website) and includes detailed information of the college, programs of study, internal regulations etc. For almost a decade we have been using the platform Moodle. Moodle has helped us to connect with our students at all times through MyCDAcommunity (CDA College Community Platform – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Students of all campuses regardless their program of study can communicate this channel and exchange suggestions, opinion, views etc. Also, Moodle (CDA College: Log in to the site) and its Addons were extensively used throughout the pandemic Our website also provides information to all graduates through the Alumni section. A graduate can apply to become part of the CDA College Alumni Association and receive promotion material and the newsletter of the college. C.D.A College has already established KPIs which are extensively evaluated by the	
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	Administration of the College. The KPIs at C.D.A College are measured through: - students' evaluation form (the students are asked at the end of the semester or the academic year to evaluate their teacher & administrative staff such as the director of the campus, student welfare etc.) - program of study evaluation from - self-evaluation from (academic and administrative staff) - evaluation of the lecturer by the director or program coordinator - complaint form - Other Academic matters form etc. The results which are retrieved by these evaluations are sent to the Chairman & General Director of the Program and are studied thoroughly. Another important aspect that we take into consideration is the drop out & passing rates. Also, the metrics and statistics which are retrieved through google analytics concerning our webpage, social media advertisements etc. The engagement of the Stakeholders and the actively involvement of students, faculty, staff, are essential factors in shaping and implementing the College's ESG strategy. By taking these steps, the College strengthens its societal relevance, increase its	
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	institutional resilience, and fulfill its role as a responsible and forward-looking higher education institution.	
The EEC also strongly recommends the College to review evaluation and assessment methodologies (mid-term and final exams). Strengthening peer collaboration and interactive control between the lecturers delivering the same course at the different branches will allow the College to insure and increase the quality of assessment and to further strengthen the portfolio of assessment methodologies (see also section 2 with student assessment) focused on assessment of critical thinking.	There is differentiation in terms of assessment methods depending on the culture of each module but there is also room for improvement and that is why we have asked the opinion of all lectures so as to revise and refresh the assessment methods of their course. Also, we as management and Internal Committee we encourage our Academic Staff to mingle and have frequent meetings so as to discuss and share ideas on their taught courses. These frequent meetings, give the opportunity to all academic staff to improve their teaching skills and make their lessons more interesting. As a college, and due to the peculiarity of our organization – 4 branches across the island- we have a policy that all of our Academic Staff and especially academic staff of the same field to meet up with colleagues in the beginning of the academic year and exchange and share ideas on their field of expertise. Furthermore, the Internal Quality Assurance Committee has reviewed the evaluation and assessment methodologies as follows: <u>Revised Assessment methodologies</u>	Compliance

Case study analysis – Students are asked to analyze real-world or hypothetical scenarios related to course content. Case studies are an effective method because it encourages critical thinking, application of theory, and problem-solving. The IQAC has decided to implement the use of cased studies in mid-terms or/and final examination papers. It can replace the traditional multiple -choice questions.

Critical Thinking Questions in Exams

The EEC has strongly recommended that we should promote critical thinking in assessment methodologies and thus the IQAC has decided that exams, either mid-terms or final examinations should include open-ended, analytical, or argument-based questions. In addition, these kinds of questions directly target assessment of reasoning and critical engagement with course material. The professors would be instructed to replace or supplement basic recall questions with “justify,” “evaluate,” or “analyze” prompts.

Assessment methodology should be aligned with Bloom’s taxonomy: focus on evaluating students' ability to apply, analyze, and critique.

Group presentations – Group presentations allow students to present, explain key concepts or argue a position in front of an audience. What is more, it is an

	effective method to evaluate the level of understanding, communication, and critical thinking under pressure. <u>Project-Based Assessment</u> - Students are already asked to prepare a project the end of each module. We strongly believe that this assessment method integrates knowledge with skills like collaboration, time management and critical analysis. The purpose of these extended projects is for the students to become familiar with extended research, planning, and synthesis of ideas. The PBA can also replace or supplement final written exams. In other words, a final project can be tailored to each discipline, e.g. finance, and replace the traditional final written examination. As previously mentioned, and as explained to the EEC during their visit, we strongly promote peer collaboration between our academic staff. Because of the peculiarity of our organization and since most of our programs of study are offered in more than one campus, we have already set quality assurance mechanisms so that there is a uniformity all around. Some of the mechanisms are the following: <u>Rubric-Based Grading with Peer Collaboration</u> Transparent, standardized grading criteria used across branches with peer moderation	
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	of grading samples. We have been using rubric-based grading for the last two years and we have observed that this method promotes fairness and minimizes subjectivity as well as it supports consistency in assessment quality. <u>Course coordination teams across branches</u> Peer collaboration is strongly encouraged at C.D.A College. Academic staff of the same discipline often communicate to discuss and share ideas on their discipline. Each program of study has its own coordinator and scheduled coordination meetings are held across branches. The Moodle platform is also an essential coordination tool across branches since shared question banks are created so as to be used in the preparation of exam papers. Moreover, the head of departments also meet twice an academic year with the academic staff of their department so as to discuss assessments, grades, or any other academic matters. It is important to note that we have created a network page “MyCDAcommunity – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Academic staff and students of all campuses regardless their program of study can communicate through this	
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	channel and exchange suggestions, opinion, views etc. In order to achieve assessment Quality Assurance across branches we have: - introduced peer review of exam papers before administration. - created a feedback report where student performance is recorded. It is important to note that although we have four branches with common programs of study each branch is autonomous. Collaboration and peer review is definitely welcomed but at some cases decisions are made based on the peculiarities of each branch.	
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2. Student - centred learning, teaching and assessment (ESG 1.3)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
One major concern is the basic nature of the assessment/exams. There is serious doubt whether the assessment sufficiently captures the achievement of intended learning goals. Inspection of some exam copies taught the evaluation committee members that there is significant room for improvement of the quality and level of the exams. Exams, for instance, contain questions that quite strongly focus on testing factual knowledge and do not reflect the depth and comprehensiveness of the teaching material. Much elaboration is needed here. One major way to improve is e.g. the organization of oral exams allowing to address potential AI challenges and allowing a more in-depth assessment of the student's knowledge. This exam/assessment related concern by the EEC leads to an only "partial" compliance with respect to student assessment.	We recognize the EEC's observation concerning the basic nature of current assessments and the limited extent to which they capture the intended learning outcomes. We appreciate the detailed feedback and agree that there is room of improvement of the quality and level of exam papers. In response, having in mind the level of each module (e.g. first year courses are usually introductory courses etc.) we are undertaking a thorough review and revision of our assessment strategy. This includes: <u>Redesigning Exam Questions:</u> We are working with faculty to develop examination questions that better target higher-order cognitive skills, in alignment with Bloom's taxonomy. This will ensure a stronger emphasis on analysis, synthesis, critical thinking, and application of knowledge. <u>Alternative Assessment Methods:</u> To complement written exams, we plan to introduce alternative methods of assessment such as take home exams, group projects presentations and or oral examinations where appropriate.	Compliance

	Oral assessments provide a valuable opportunity to engage in real-time discussion, enabling examiners to assess conceptual understanding more deeply and lessen concerns related to AI-generated content. <u>Workshops:</u> Different workshops are organized through the academic year or during summer holidays. We are planning to organize an AI related workshop so as draw attention to the correct usage of AI tools in education as well how to identify AI threads. Every year, we are organizing workshops and training sessions for academic staff to enhance their skills in designing assessments that align with intended learning outcomes and course objectives. Another workshop that is on the agenda is “Creating a good rubric in higher education programs”. To conclude, we intend to apply these implementations on a pilot phase in selected courses during the next academic year. At the end of the year, we will evaluate their effectiveness and discuss the results with the management and academic staff. We are committed to achieving full compliance with student assessment standards and view this as a key step toward improving academic rigor and ensuring that our graduates meet the expected educational outcomes.	
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The focus is much on teaching theoretical courses and officially only theoretical courses are taught. The EEC strongly suggests C.D.A. College to make more explicitly clear the presence of practical elements in course and also in the program guide. The panel spoke to students who recommend stronger emphasis on the theory presented in the lectures can be applied in business practice. For instance, make use of guest lectures (e.g. CEOs, managers) may be a way to cover this gap.	Due to the nature of the program of study more emphasis is paid on theory, however all professors are encouraged to make their method of teaching more interesting and realistic. We welcome visits by professionals such as CEOs, chartered accountant, managers etc. so as to bring their real-life professional expertise into class and give actual examples from the market. The IQAC took into serious consideration the suggests of the students who were part of the accreditation panel and has decided to increase the guest lecturers. Our stakeholders are also willing to welcome our students to their offices and show them around as well as introduce them to the hectic life of the business world. Furthermore, the IQAC has also decided to enhance the teaching methodology by establishing educational guest lectures and workshops. The college would arrange the transportation of students to the hosting branch and these visits would be part of the teaching syllabus of a module. In addition, the guest lectures or workshops would be held every time at a different branch so as to develop the sense of collaboration peer learning, a point that EEC raised many times in its report.	Compliance
The school considers skipping the business project at the end of the study as there are practical issues that make it hard to run the thesis project. Especially international students find it hard to find a company to run	Following the recommendations of the EEC, the Internal Quality Assurance Committee has decided to keep the Business Project as mandatory course in the last semester of study.	Compliance

their business project. However, we strongly recommend keeping the business project due to its practical nature and as it is a good preparation for their future job life. Ways to address practical issues is 1) run the business project as team rather than as individual students, 2) set up and develop a more formalized and sophisticated matching system to match particular students/student teams to particular businesses, and 3) make more intensively use of alumni network.	Also, and based on the endorsements of the EEC, the IQAC has also decided to amend the method of delivery of the Business Project. The Business Project can be the result of an individual or group work. Emphasis would be placed on group work but if for some reasons someone does not want to be part of a group, he/she can work on its own. We strongly agree with the EEC's suggestion that group work would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions.	
The EEC also strongly encourages the C.D.A. College to make course evaluations by students mandatory, respecting the anonymity of the evaluation. This approach would encourage honest feedback, helping to identify areas for improvement. As a result, the quality of the program would increase, making it more efficient and effective. Currently, submitting evaluations is not mandatory, and as a result, a vast majority of students do not provide their feedback. One possible way to implement a better policy is to restrict access to final grades until students have submitted their evaluations.	Student Feedback (Student's Faculty Evaluation Form and Surveys and Opinion Polls) Through the Student's Faculty evaluation form, the students evaluate their lecturers and the module processes, they write their comments and suggestions on any lecturer, any module or any other issue at the College. Further, students could also provide their criticism and suggestions whether they are satisfied or not on all the aspects and administrative policies of the college. Feedback from students is an essential element in monitoring the quality of the programme. At CDA College, various elements of student feedback are cohesively organized such that issues arising from the data collected are addressed and subsequently lead to real improvements both in	Compliance

	terms of educational strategies and pedagogical styles. For all students, there is student feedback exercise conducted every semester to gather information on students' learning experiences as well as their responses to their course. This feedback usually begins two weeks before the start of the examination period. The evaluation results are computed using the total scores from the responses from all students and are released only after they have received their examination results. Additionally, students provide feedback on the quality of supervision at the point of submitting their thesis for examination. To ensure confidentiality of evaluation, feedback is only released to the faculties after the results of the thesis exam are finalized. At first the evaluation process was conducted in class by giving out a hard copy for the students to complete. The lecturer was asked to leave the classroom and the students were left alone to complete the evaluation report. During Covid we have started performing the evaluations through google forms but we have noticed that not all students were submitting their answers. Thus, we have decided to conduct the evaluation in a computer lab during classes so that we ensure a big percentage of answers. Moreover, the student welfare office in cooperation with the	
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	Management also has personal interviews with the students. This also gives the opportunity to students to express any dissatisfactions and try to find a solution. Furthermore, the suggestion of the EEC <i>“to restrict access to final grades until students have submitted their evaluations”</i>, is also appreciated and welcomed by the IQAC.	
The EEC also finds that the structure of the course material mainly consists of presentation slides. For theoretical courses, this format is generally sufficient, as it allows students to grasp key concepts. However, for more practical subjects—such as mathematics, statistics, and accounting—it is difficult and impractical to convey all the necessary information through slides only. These courses require more detailed explanations and worked examples in order for students to fully understand the material.	Following the EEC suggestions and the feedback we have retrieved from the majority of the academic staff in all branches, the Management of the College has decided to proceed with the purchase of smart boards which will make the teaching methodology in modules such as mathematics, statistics, accounting etc. more direct and interesting to students. Also, the Moodle platform had a lot of plug-ins which give the opportunity to professors to make their lesson more interesting and approachable to students. On line quizzes, audiovisual methods etc. are some of the plug ins that they can use.	Compliance

3. Teaching staff (ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC recommends C.D.A. College to increase the proportion of PhD-qualified staff within the BA program who are active and hold a "workload credit" in the Aristotle Research Centre. Additionally, allocating more resources to support research activities and faculty participation in research projects could further strengthen the program. Developing a comprehensive research strategy and vision for the Business Administration faculty could enhance the synergy between the institution's research and teaching, as well as its standing in the BA education market. This approach will help align teaching with ongoing research efforts and create opportunities for stronger industry funding for the College's applied research. Furthermore, the College could improve communication of scholarly achievements. For example, the members of Aristotle should be presented on the C.D.A. website as well as their relevant research achievements.	The College is always seeking to increase the proportion of PhD qualified staff and we have relatively achieved it during the last years. We are constantly advertising vacancies for PhD holders and we have managed to add a significant number of visiting professors to our academic staff. The "Aristotle Research Centre" has set a research strategy and policy. RESEARCH POLICY A clear and detailed research policy is introduced for more transparency and equity with well identified research objectives and encouraging research incentives. The Budget of the Research Centre is €100,000 per year and this amount may be increased if there are more research requests by the faculty members. THE OBJECTIVES OF "ARISTOTLE" RESEARCH CENTRE 1. To raise research levels to international standards and aim to activate and advance researches further.	Compliance

	2. To establish a research system corresponding to the promotion of academic researches. 3. To develop a research performance evaluation system to encourage the teaching staff to carry out research activities. 4. To provide a professional management, coordination and quality service in order to successfully carry out research activities 5. To promote research identity of CDA College and develop with other organizations, public and private institutions, professional bodies, academic and research institutions, and society in general. 6. To cultivate and enhance research culture and develop a research environment to encourage CDA College faculty staff to be active. 7. To organize meetings, seminars and forums for research suggestions and collaborations. 8. To establish links with CDA College, EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects. THE RESEARCH CRITERIA AT CDA COLLEGE 1. CDA has set a research budget of €100.000 per year and this	
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	amount may be increased if there is more need for research. 2. Develop a research performance evaluation system to encourage the teaching staff to carry out research activities. 3. The research budget is set to €40,000 the projects on the Business research area 4. The research budget is set to €30,000 Travel and Tourism 5. Another €30,000 for other research areas. 6. The research proposals will be sent to the Research centre for approval. 7. All the academic members should undertake research each year and the research centre will keep records for each research output. 8. Encourage faculty staff to participate to seminars/conferences and all expenses paid by the research centre. 9. The lecturers of all CDA campuses to undertake an individual or group research on their specialization areas. 10. Lecturers will get teaching hours off for the research undertaken. 11. An amount paid for complete research is based on the research length and quality. 12. Lecturers will get extra payment if they entered into EU Research Funding Projects. 13. Establish links with both EU and International research bodies and academic institutions for cooperation	
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	and sharing of research information and also participating in EU research funding projects. 14. Based on the lecturers' research output and publications each year, they will get a reward, promotion and remuneration increase. Furthermore, the College strongly supports faculty research activities, through financial and other means. The College will also take part to the European and International Research programs and encourages and supports faculty research activities, attend conferences, seminars, through a reduction of teaching load etc. Every year the College keeps a research report (Faculty Research & Development Booklet) requesting evidence from the teaching staff for their research activities, attendance of seminars and training, teachers exchanging programme etc. Research Output and Credits The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD. Additionally, here below is a booklet of faculty research and development showing publications in journals. As already mentioned in the faculty handbook and self-study	
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	the College encourages and supports faculty research activities, attend conferences, seminars and reduction of teaching load. Every year the College will keep a research report requesting evidence from the teaching staff for their research activities. The College has set up research policies for further improvement of the research quality and the further cultivation and development of research culture at the College. Moreover, to the current seminars internally or abroad which our lecturers have participated and discussed their research papers. The College has introduced additional incentives both in Nicosia and Limassol campuses where faculty will share seminar email lists, organize joint research seminars and also peer- reviewing of their research papers. Nonetheless, all faculty staff articles/research published in the online research platforms have previously been peer-reviewed. It is well known to all our faculty members that the improvement of the quality of the research will also enhance the quality of teaching and the programme as a whole. Beginning immediately, our BA Business Administration programs will introduce seminars of theoretical and empirical progress. These seminars will share the interest between the presentation of faculty's research, but also practitioners will deliver their experience on	
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	the market and their valuable intuition. Moreover, the College has set a policy that the College's four campuses will be cooperating on research activities. CDA College is under negotiation for establishing research agreements with other Colleges in Cyprus with the objective of cooperating in research projects. The College also organizes research seminars to discuss of research papers to others and gradually improve the quality of the research, between Nicosia and Limassol campuses and between Cypriot universities and Colleges. For this project the College will exchange email lists with all the campuses and other Colleges for joint research seminars, peer-reviewed and research collaborations. Please See Annex 3 – Research Policy at C.D.A College	
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4. Student admission, progression, recognition and certification (ESG 1.4)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC finds that there is quite a strong focus on social safety and how students as a collective can pass the courses, program. Notwithstanding this, more attention should be given to the differences among individual students with more focus on individual student's intellectual potential and performance trajectories. Currently, quite strong emphasis is put on how students and especially the weakest ones can pass. Instead, more attention and resources need to be provided to materialize address the full intellectual potential of students and how high-potential students can be more challenged. Collaboration of the school with other educational institutions could be more elaborate and better documented in terms of what each collaboration of the school with each collaborating institution actually consists of in terms of type of activities involved.	We appreciate the concerns and suggestions raised by the EEC. Indeed, at C.D.A College there is a strong focus on student centered learning. We recognize the importance of academic paths that support not only the successful completion of the program for all students but also the advancement of those with strong academic and intellectual capabilities. To support this, we take the following actions: <u>Academic Counselling:</u> The professors are also acting as academic counselors. They should be able to identify the strengths and weaknesses of each student. The feedback report should be different for each student based on their academic abilities and should give out academic advice and additional academic material so as to support underperforming and high-achieving students. <u>Learning Support – Workshops:</u> These workshops serve as means of offering both educative and enrichment opportunities. <u>Support Workshops:</u> These focuses on academic writing,	Compliance

	study techniques, exam preparation aimed at helping students who need additional guidance to meet program expectations. <u>Skills Development:</u> These workshops are open to all students and focus on transversal competencies such as communication, time management, AI literacy, teamwork, and leadership—skills that contribute to academic success and career readiness. <u>Research Opportunities – Aristotle Research Centre:</u> Undergraduate students are given the opportunity to join the College’s research team and be part of competitive academic projects. this will make their academic life more challenging and open professional pathways. <u>Peer collaboration across the branches.</u> One of our future goals is to bring together undergraduate students of the same discipline (BA Business Administration – the program is offered in Nicosia – Limassol – Pafos) from all four branches and carry out a research project and present their findings in a scientific seminar. Something similar happens with the students of the vocational programs (Aesthetics – Hairdressing – Make up & Nail Artist) of the College. Students from all four branches present their work in a charitable fashion show at the end of the academic	
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	year. In addition, it is important to note that we have created a network page “MyCDAcommunity – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Academic staff and students of all campuses regardless their program of study can communicate through this channel and exchange suggestions, opinion, views etc. <u>Stakeholders:</u> During the academic year, we plan educational field visits to our stakeholders’ offices and firms so as for our students to experience the routine of the business world. Also, we are planning to establish new collaborations particularly in areas that could contribute to curriculum enhancement, staff development, or advanced learning opportunities for students.	
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5. Learning resources and student support (ESG 1.6)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The College should prioritize investing more in access to smart technologies (smartboards or tablet connections).	We have already proceeded in ordering smart boards for all our branches. Also, students are welcomed to bring their own tablets and laptops in class. There is free wi-fi in all areas. See Annex 4 – Smart Boards Offer	Compliance
The College can lower the costs for the students by making books available online during the courses. The library can facilitate students by offering e-book access to the literature during the semesters.	To support students financially and enhance access to learning materials, the College applies the following strategies: - Digital Library Expansion - Increase subscriptions to e-books online platforms, academic databases, and journals digital encyclopedias. (EBSCO & Emerald contract attached) - Remote Access Services – VPN - Upload of courses notes on Moodle – all professors are uploading their notes / assignments and all sort of academic material on their Moodle page so the students have easy access at any time to their study material.	Compliance
There is a document outlining how to address student disabilities. However, there are no clear, actionable, and specific guidelines on how to deal with these disabilities. For example, advice to extend the deadline can lead to considerable variety in how that is interpreted by different members of staff. The policies should also be clearly communicated and included in the faculty handbook.	<u>Accessibility for PWD</u> The College cares very much about students with disabilities and has accommodated the College facilities for PWD: • Elevators • Access Ramps • Adjusted Toilets • Easy access to all premises, classrooms, library, cafeteria, labs etc <i>Educational Guide For Students With Disabilities In Higher Education (Prepared by Marilena Alexandrou, BA Medieval and Modern Greek Literature, MA in Special (Inclusive) Education, CDA Lecturer</i>	Compliance

The college website should also include a general page on policies related to learning disabilities.	A. Educational assessment of a student by CDA College lecturers B. Detection - Child referral process for evaluation C. Evaluation by the Special Education and Education Committee D. The assessment of the needs of each child deemed likely to have special needs is made by the District Special Education and Education Committee of each district. <u>Strategies - Teaching Methods – Facilitations</u> 1. Students with movement disabilities • Free access to all areas • Ramps • Lifts • Special Toilets 2. Visually impaired students • Allow the recording of lectures, the use of PCs to record notes, • What is written in the table should also be spoken orally. • Lesson material should be available in alternative formats (electronic format, larger print - font size • Allow students to sit in the front of the room. • Alternative exam forms (in electronic format or in large print e.g. font size). • Help visually impaired students find fellow students to help them. 3. Students with hearing problems • Deaf: is one, whether hears or not, does not perceive speech with his hearing alone. He/she mainly uses the visual channel to perceive his interlocutors (reading, sign language, written language). • Hard of Hearing: is one, whether wearing or not, has difficulty in perceiving speech with his or her hearing alone. However, most of the	Compliance
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speech information perceives it from his or her hearing.

- It is appropriate to sit at the front of the room so as to have as much visual and auditory contact as possible with you.
- Write announcements and instructions in the table.
- Courses should be examined in writing. If interpreted verbally, the presence of an interpreter (knowledge of the sign language) is needed.

4. **Students with medical problems, chronic diseases**

- When the student is absent from the courses regularly, it would be useful to record notes from assistant students.
- Show understanding when a student is late in the lesson. A student with chronic illnesses, due to his health condition, has difficulty moving quickly to college due to disorientation, dizziness or lack of physical energy.
- Show understanding when a student is often absent from lessons.
- Make sure your course material is available electronically.
- Please extend the deadline for the delivery of the work.
- When a student needs to get up (eg to walk or change position during the lesson), allow it.

5. **Students with developmental disorders - learning difficulties**

- Keep the bibliography and course material available from the beginning of the academic semester. The same applies to any other material used in your course.
- Inform in advance of the material to be covered within the course and organize the curriculum in modules.

- Prior to viewing a video or a movie, highlight the most important points (spoken or written).
- Make your material well organized (eg include capital summaries, glossaries, indexes).

5. **Students with speech difficulties**

- At the beginning of the semester, discuss with the students about the ways of communication they are using. Also, consider how they can work best in your lesson (eg if they can answer a question that will be asked orally if they can to ask questions and comments during the lesson, or whether they can complete oral presentations, etc.). If not, find alternative ways to help them show off their skills (for example, to work out an extra job).
- The student with speech problems has difficulty communicating. In your attempt to contact such a person, if you do not understand something do not pretend otherwise. Just ask to repeat or spell the words you do not understand.
- Have patience and dedicate as long as you need to communicate effectively.

6. **Students with Attention Deficit Disorder - Hyperactivity Disorder (ADHD)**

- In conjunction with the oral presentation, use visual material. Link the concepts to each other using visual and verbal methods (eg conceptual charts, charts).
- Use well-organized material that includes capital summaries, glossaries, indexes.
- When you teach new concepts, divide the teaching into steps. First indicate what the subject and topic are, then review the previous lessons and summarize.
- Organize your material in modules/chapters/lectures.

7. **Students with autism spectrum disorders**

- The requirements of the course should be determined from the start in the semester. Provide written and oral instructions for assignments, important dates and delivery deadlines.
- Pre-notify any changes
- Do not emphasize details but help students with autistic features to understand the substance. Be straightforward and clear.
- Do not expect that students with autistic disorders will automatically follow your instructions. Try to give simple instructions and ask the students to repeat the instructions you give to check their understanding.

Please see Annex 5 & website link [Health & Wellness - CDA College](#)

Additional for doctoral programmes

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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6. Eligibility (Joint programmes)

(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

After careful review of the response from CDA, the EEC commends the CD with the way they addressed the EEC's recommendations.

Overall remarks:

The EEC is impressed with the comprehensive and detailed out responses to the recommendations and is really delighted that CDA has decided to maintain a mandatory business project, even though that is not a formal requirement.

Content of curriculum and delivery:

The EEC also acknowledges that CDA has taken several steps that go beyond our recommendations, but in the spirit and direction the EEC discussed with the School during the visit. The measures CDA suggests to take, including updating the content of the curriculum (e.g., the incorporation of AI theme) and adjusting facilities for those who have disabilities etc., look realistic, concrete and effective.

Assessment and examination:

The EEC is particularly happy with the way CDA has taken actions to improve the quality of the exams specifically and the assessment strategy in general.

Student feedback and engagement:

The decision to conduct student feedback electronically in a controlled setting during classes — effectively making participation mandatory — together with the enhancements in assessment methodologies, are strong steps forward.

EEC's final conclusions and remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
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D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Philip Vergauwen	
Ernst Verwaal	
Ad De Jong	
Demetris Kazamias	

Date: September 30th 2025

