

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution: CDA College**
Name
- **Town: Nicosia**
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- (2 years,120 ECTS, diploma)**

In Greek:

Φροντιστής Υγείας

In English:

Health Care Provider

- **Language(s) of instruction:** Language(s)
- **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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



A. Introduction

This part includes basic information regarding the onsite visit.

The remote (online) full day External Evaluation was undertaken on 28 May, 2021. This comprised a series of scheduled meetings with the Rector, the internal evaluation committee, the Head of the relevant department, the programme's Coordinator and the leaders of specific modules. It also involved meeting administrative staff, students taking other courses at the institution and a virtual tour of the premises (library, computer room etc). Following the meeting, additional material was requested and received by the External Evaluation Committee.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dr Russell Mannion	Professor of Health Systems	University of Birmingham
Dr Margarita Giannakopoulou	Professor of Fundamentals of Nursing	National & Kapodistrian University of Athens, Greece
Dr Maritta Välimäki	Professor in Nursing Science	Central South University, China and University of Turku, Finland
Dr Dimitri Beeckman	Professor of Nursing Science	Ghent University, Belgium
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

It was the view of the EEC that there are many different activities, procedures and sources of information relating to quality assurance. But as it is a new programme it was not always clear how these would work in practice. In particular it was thought that the existing system was very complex, with too many sub-committees. These could be streamlined and better tailored to the training of future health care professionals. A leaner system should be adopted and the programme should sit within a department with responsibility for quality assurance. The limited number of lecturing staff on the programme should not be expected to manage the own quality assurance for the programme, in addition to very onerous teaching responsibilities. Student involvement in quality monitoring (in a formal way) is also unclear and strongly recommended by the EEC.

The programme corresponds to level 5 of the European Qualifications framework EQF, which refers to the ability of the learner to “exercise management and supervision in contexts of work or study activities where there is unpredictable change as well as to review and develop performance of self and others”. Moreover, the programme corresponds to level 5b (Post-secondary certificates and diplomas -two years) of the Cyprus National Qualifications Framework (NQF).

A key concern is that the tasks of this new group of health professionals do not match the educational competencies described (these are formulated at too complex a level). Also, the competencies at the individual course level (including assessment and teaching methods) are poorly linked to the training competencies. It appears that (1) roles/responsibilities, (2) programme-specific competencies, (3) course-level competencies, (4) teaching methods, and (5) evaluation/assessment methods have been developed separately.

From the documentation and meeting with the selection of students on other programmes we were able to interview, it was not immediately clear how students would be involved in quality assurance processes and how student input and feedback would be used to inform and improve the content of teaching, learning and enhance the student experience. We found that there was no formal student involvement in setting the strategic goals of the programme. Students were not involved in the formal decision-making bodies of the school/program. At the very least they were unable to confirm such involvement.

It was unclear which department would host the course and as the institution has not had prior experience of delivering professional health programmes. This may create difficulties in ensuring and alignment with the needs of the health system. There were also concerns about whether there is sufficient expertise in the area of health care (at the school policy level) to set up this programme. This is the first program in this area. It will be important to forge good partnerships and be active in networks to bring the necessary professional expertise into the school.

As this is a course for training future health care professionals, there were concerns that it had not been accredited or licensed with an appropriate professional body. In relation to this, the committee questioned whether the title of the course Health Care Provider – since this title could also apply to a range of other health care providers such as physicians, nurses, physiotherapists etc. All duties described in the supporting documentation are activities performed by other Health Care Support (auxiliary) staff and the committee thought that the term “Support” should be incorporated in the title of the programme.

It was felt that an in-depth knowledge of research methods is not required on this programme and that the research methods course should be replaced with a course focused on evidence - based practice. This would focus more on developing skills in relation to critical reflection, creative thinking, searching the scientific literature, the evaluation of research data /evidence and practical/ethical decision-making in clinical settings.

Strengths

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

As the institution has a long history of education and teaching it was thought that many of the existing systems of quality assurance and student feedback and involvement could be used and adapted for the needs of this programme

Notwithstanding the committees’ concerns about the lack of professional accreditation, it was recognised that the programme had been developed in response to a need in the health system for more trained health care professionals with skills and competencies in these areas.

The students participating in the virtual onsite visit (taking other programmes at the institution), were very complementary about their overall experience, including the quality of teaching, content of courses, physical, computer/library resources and wider student support services.

Areas of improvement and recommendations

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

The EEC recommends the following

Quality assurance processes should be streamlined with policies, systems and procedures put in place so that the experience and feedback from students would be used to inform the content and development of the course. The course should comply with all relevant elements of the EQF. The institution needs to recruit and train more staff with a background and experience in the health care sector and disciplines related the teaching health care professionals. In particular, there is a lack of instructors who have expertise in healthcare, communication, interprofessional communication/collaboration, legal aspects and organisation of healthcare, ethics of care, etc. The profiles of the teachers who will provide the training do not sufficiently fit this. We also lacked evidence on didactic skills. Given the specific group of students, these teaching skills will be very important.

We also lack evidence about didactic skills. Given the specific group of students, these will be very important.

The quality improvement process should be described more clearly. For example, what is the process how the problems are solved if identified using QA procedures.

A wide range of health professional bodies and stakeholders should be used to develop the curriculum and content of the course so that it better meets the needs of the health system and future health care professionals. We recommend the establishment of a departmental committee. This committee can advise on the program, the structure, the organization, the connection with the needs of the health care system in Cyprus, etc. Perhaps even users (patients) can be included in this committee? This is an important recommendation.

There should be attempts to accredit/license the course with an appropriate professional body.

The name of the course should be changed from “Health Care Provider” (in Greek: “Φροντιστής Υγείας”) to “Support Care Provider” or “Health Care Support Provider” (in Greek: “Βοηθός Φροντίδας Υγείας”) as this better reflects the roles, duties and tasks of graduates of the programme.

The term ‘Nursing’ could be omitted because the curriculum of the study program misleadingly as this is not a nursing curriculum and we suggest the following changes to individual course titles:

- “Gerontological Nursing” could be changed to “Supportive care of older people” (in Greek: Υποστηρικτική Φροντίδα Ηλικιωμένου)
- “Community Nursing” could be changed to “Health Care Support in the Community” (in Greek: Υποστηρικτική Φροντίδα Υγείας στην Κοινότητα)
- “Pathological Nursing” could be changed to “Health support of individuals with internal-medicine diseases” (in Greek: Υποστηρικτική Φροντίδα Παθολογικού Ασθενή)
- “Surgical Nursing” could be changed to “Perioperative Health Care Support” (in Greek: Υποστηρικτική Περιεγχειρητική Φροντίδα)
- “Psychiatric Nursing” could be changed to “Supportive Care of individuals with Mental Health Problems” (in Greek: Υποστηρικτική Φροντίδα Ατόμων με Προβλήματα Ψυχικής Υγείας)
- “Pediatric Nursing” could be changed to “Children Health Care Support” (in Greek: Υποστηρικτική Φροντίδα Υγείας Παιδιών)
- “Research Evidence in Health Sciences” could be changed to Evidence Based Practice in Supportive Health Care” (in Greek: “Τεκμηριωμένη Πρακτική στην Υποστηρικτική Φροντίδα Υγείας”)



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Non-compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Partially compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- The planned teaching is flexible with a variety of modes of delivery and pedagogical approaches. But there appeared to be a need for a better alignment between roles and competencies, learning outcomes and the practical and theoretical content of course.

Strengths

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

A wide range of delivery and assessment methods to be used.

Online resources will be developed.

The learning environment appears to be very supportive based on the discussions with students and administrative staff. Student support systems are in place and the educational organisation has a long tradition of organising vocational courses. There appear to be very good relations between students and teachers.

Areas of improvement and recommendations

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

The programme and course content should be better aligned with the competencies required of health care professionals. Overall, the content and structure of the curriculum is very broad for a 2-years vocational program. The program seems to be an amalgam of courses that are not clearly connected and there is a lack of constructive alignment. This requires attention.

Learning outcomes are very demanding. The link between learning outcomes and each individual course is not clear. Students' workload in each course has not been specified clearly (the number of hours of teaching, group work, individual tasks, independent reading etc.). Therefore, it is not clear how the credits and study hours have been calculated. These issues should be addressed.

The content and requirements of each course vary despite the credits being the same (e.g. a number of text books, a wide variety of learning methods without a description of workload etc.). In addition, it is not clear how each course will be evaluated bearing in mind of different learning methods. These issues should be addressed.

A great number of credits are based on 'non-caring' courses (language, IT skills, research). Learning topics related to IT skills are too general bearing in mind younger generations have well developed IT skills. . More emphasis should be placed communication skills and other transferable skills such as coaching, mentoring, interprofessional collaboration, interpersonal relationships, hand-over, etc which are required for professionals working in complex clinical and health care settings.

Student participation and involvement in course development, curriculum design and feedback should be made more explicit.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Although those teaching on the programme had a wide variety of disciplinary backgrounds, academic qualifications and teaching experience, only a minority had a background in health care and of teaching health care professionals. This therefore raises concerns about whether additional staff with a health background should be recruited to teach on the programme.

The number of lecturers appears adequate for the programme. But it was not clear how the lecturers had been recruited or selected to teach on the programme. Was a formal process followed? Do teachers have relevant disciplinary backgrounds and qualifications?

Strengths

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

Peer review of teaching was used to inform quality insurance procedures and support academic development and training.

Staff appear to be enthusiastic about developing this new program for the school. It is clear that teaching staff have already put a lot of effort in preparing all material for the programme.

Areas of improvement and recommendations

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

There needs to be a better articulated alignment between the professional roles/responsibilities/competencies and the learning outcomes, delivery and content of courses.

Formal processes should be implemented for recruiting staff with experience of the health sector and the teaching of health care professionals.

Staff do not necessarily need to have a background in health care research, but a knowledge of evidence informed practice is required.

It was not clear how student feedback and evaluation would be gathered and the results used to inform teaching and the development of courses. This should be addressed.

There is a need for better matching between teachers and course to ensure that students develop the skills listed in the curriculum. Teachers should also have didactic skills with an evidence of professional training. In its current form, the number of teaching staff, particularly those with a clinical background and experience is inadequate. It should be made clearer how clinical competences among students will be supported and by whom (how many clinical teachers will be recruited, what is their role and connection to the school?)

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Not applicable

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The admission requirements appear appropriate and here are pre-defined and published regulations regarding student admissions. These appear to be implemented in a consistent and transparent manner. Consideration should be given to the design and use of a professional portfolio to support student mentoring and progression updates.

Student progression is not clear and the number and range of assessment methods are very complex and difficult to understand.

The course is not accredited with a professional body. Without a clear understanding who will register the graduated students, there remains a concern that the students won't be employable.

Strengths

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

The programme has yet to start so this is not applicable

Areas of improvement and recommendations

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

The EEC has the following recommendations for improving the programme

The programme should be accredited with an appropriate professional body in Cyprus or internationally.

The programme should consider aligning with the CanMEDs roles framework. This is a framework that identifies and describes the skills healthcare professionals need to effectively meet the health needs of the people they serve. These skills are grouped thematically under seven roles. A competent health care professional seamlessly integrates the competencies of all seven roles: Clinical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, Professional. See <https://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e>

There should be shift in the balance of programme with more training in areas such as inter-personal communication and communication with patients.

Students should be more involved in the design, development and evaluation of courses.

There should be more explicit understanding of where graduated students can find work, what tasks they are allowed to do etc.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Non-compliant
4.4	Student certification	Not applicable

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The institution has a long history of providing for the support needs of students. The physical and computer facilities appear appropriate for the programme and fit for purpose. But it will be important to review facility requirements in the future as more students take the programme.

Strengths

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

The student support resources appear suitable. They also appear to be very inclusive and student centered.

Areas of improvement and recommendations

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

It is important that students on the programme have access to appropriate health journals and other online resources relevant to studying a health professional course.

The level of resources and student support should increase as student numbers on the programme grow.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

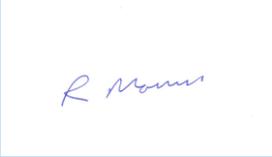
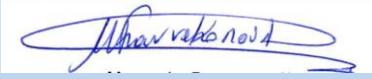
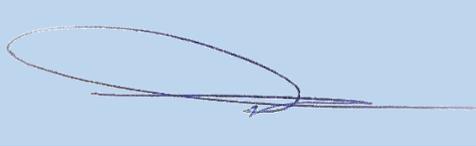
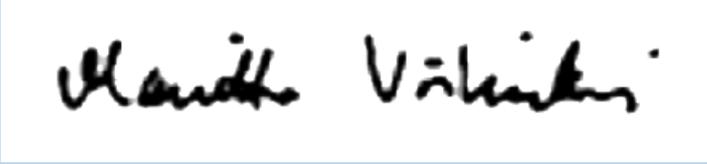
D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

CDA College has a long history as an education provider and serves as an appropriate institutional setting. The teachers are enthusiastic and the students taking other programmes appear very satisfied. However, the programme should be developed as a coherent whole. The level of competences should be written at the appropriate EQF level. In particular the title, the content and the courses need to be adapted so that they are better aligned with the level 5 of the EQF (5b level of the NQF) which corresponds to Support Health Care Provider.

The programme specific competences, the competences per course, the teaching methods and the assessment methods all need to be harmonized. The naming and purpose of the programme are not clear. The supporting role of the position and the relationship with other professionals should be better articulated. It is important that students learn to critically reflect on the professional literature. Courses focusing on communication and relationship skills should be integrated into the programme. There also needs to be a better match between the background of teachers and course curricula.

E. Signatures of the EEC

Name	Signature
Russell Mannion	
Margarita Giannakopoulou	
Dimitri Beeckman	
Maritta Valimaki	
Click to enter Name	
Click to enter Name	

Date: 9/06/2021