Doc. 300.1.3

Date: Date

Feedback Report from EEC Experts

- **Higher Education Institution:**
  C.D.A. College (Larnaca)

- **Town: Larnaca**

- **School/Faculty:** School/Faculty

- **Department:** Department/Sector

- **Programme of study under evaluation
  Name (Duration, ECTS, Cycle)**

In Greek:

  Γραμματειακές Σπουδές (1 ακαδημαϊκό έτος, 60 ECTS, Πιστοποιητικό)

In English:

  Secretarial Studies (1 academic year, 60 ECTS, Certificate)

- **Language(s) of instruction: Greek**

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. External Evaluation Committee (EEC)

Name	Position	University
Antonios Georgopoulos	Professor	University of Patras
Alexandros Sahinidis	Professor	University of West Attica
Simos Chari	Professor	University of Manchester (Alliance Manchester Business School)
Petros Louca	Student	University of Cyprus

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
All the branches should create an overarching document that demonstrates how each unit on the program contributes to the intended learning outcomes of the overall program. This is a requirement of CYQAA.	As per the EEC committee's recommendations and as per the requirements of the CYQAAA an overarching document that demonstrates how each unit on the program contributes to the intended learning outcomes of the overall program is created. **See Annex 1**	Fully compliant; the college has provided an overarching document that demonstrates how each unit contributes to the ILO
The leadership and the program directors across all branches need to reassess the structure of the program and consider the following changes / suggestions. The ECC strongly believes that these will significantly improve the program: Considering its practical nature and importance, the unit "Office Automation" should be a core unit and not an elective. The EEC recommends that these should be merged with the unit of "Intro to Computers" Considering that the graduates of the program need to have a holistic understanding of how a business is run (hence, the introductory units on Accounting and Marketing) the unit of "Intro to Management / Business" is missing from the core units of the program. Considering the niche/specialized nature of the unit "Intro to Logistics", this	As per the EEC committees' recommendations the structure of the program is reassessed and the changes / suggestions of the EEC were implemented. The Elective Module "SEC 113 - Office Automation" is merged with the core module "SEC 101 – Introduction to Computers" and it is renamed to "SEC 101 - Εισαγωγή στους Ηλεκτρονικούς Υπολογιστές & Αυτοματισμός Γραφείου (Introduction to Computers & Office Automation)". In addition to the comments of the EEC, the Internal Committee of the College decided to add a core module "SEC 111 – Εισαγωγή στις Επιχειρήσεις (Introduction to Business)" so as for the students of the certificate to have a holistic understanding of how a firm / business is run. Moreover, the module "SEC 113 – Intro to Logistics" from core becomes elective and the course syllabus of the module "Intro to Marketing" was revised so as to	Fully compliant; the college has taken into account all the recommendations of the EEC and has performed a number of changes to improved the structure of the program.

could be an elective and not core unit. The EEC suggests that the basic theory of supply chain and (inbound and outbound) logistics is covered with the units of "Intro to Management" and "Intro to Marketing." Finally, the EEC suggests incorporating basic theory of consumer psychology in the unit of "Customer Service" and rename the unit "Customer Psychology and Service Excellence"	refer to the basic theory of supply chain and logistics. Finally, as per the suggestions of the EEC, the course syllabus of the core module "SEC 112 – Customer Service" is reviewed and renamed to "SEC 112 – Customer Psychology and Service Excellence". It important to note that the syllabus was enriched and incorporated with the basic theory of consumer psychology which is an essential element of a successful customer service. **See Annex 2 & 3**	
Analyze whether students are being over assessed as it appears that every course in the same semester, across all branches, has multiple assessment methods.	The multiple assessment methods seen on the course syllabuses serve as a guide to the lecturers on the methods they can select to use through their module. The lecturer can choose from a list of assessment methods and adjust them to their course. The assessment of a course will be consisted of two parts. The assessment which will represent the continuous evaluation of a student's progress and the result of the final written examination at the end of an academic semester. In the specific program of study, a system of continuous assessment and Final Examination is applied. The continuous assessment of each module varies depending on the nature of the module and it corresponds to the 40% of the overall grade. The Final examination weighs 60% and the Passing mark is 50%. During the semester, the instructor has the opportunity to evaluate the students through various methods assessments.	The explanation provided is adequate; as long as not all the units are assessed in the same way (or over-assessed) then the response of the college is compliant.

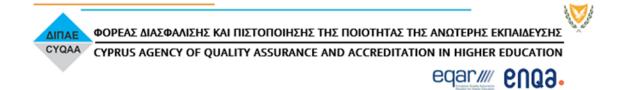|		
	Not all assessment methods correspond to each module but the instructors can choose which methods corresponds best to the nature of their module. The instructor informs the students of his/her assessment methods on the course outline which is given to the students in the beginning of each semester and it is explained in detailed in class. **For example: Continuous Assessment – 40% Class Participation: 5% Mid – Term: 20% Assignment: 15%** Continuous Assessment can consist of tests / quizzes, assignments written or oral, individual or group project, mid-term exams. The final examination is carried out at the end of the semester. The average of the scores is the continuous assessment score. **See Annex 1 & 4**	
EEC also encourages some differentiation in terms of assessment methods so that students are exposed to different assessments and their combinations. It will be useful to map assessment against courses and learning outcomes (similar to the course mapping against learning outcomes). This will help the programme team, across all branches, to formulate a coherent assessment strategy	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.	Compliant.

	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.	

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

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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
The college needs to ensure that the students that do not progress to the 2nd and 3rd year of the program, have a holistic understanding of how a business is run and more specialized knowledge on secretarial-related subject areas. Even though the foundation year is the stepping stone for Year 2 and 3, there is a need to detach the first year of the program from those of Year 2 and 3.	The Program is autonomous and at graduation the students receive a Certificate. Students who graduate from "Secretarial Studies" (1 Year, 60 ECTS, Certificate) would have a holistic understanding of how a business is run and more specialized knowledge on secretarial - related subject areas. With the addition of the modules "Intro to Business" and the restructuring of the modules "Intro to marketing", "Customer Psychology and Service Excellence" and "Intro to Computers & Office Automation" the program would offer an overall learning to candidates and it would also be more competitive. Students who graduate from the 1 Year Certificate can further continue their studies if they wish, into a Diploma or Higher Diploma level.	Compliant; the response of the college is adequate.
The EEC suggests restructuring the proposed program of study (See section 1 of the report) to ensure its competitiveness and viability.	As per the EEC committees' recommendations the structure of the program is reassessed and the changes / suggestions of the EEC were implemented. The Elective Module "SEC 113 - Office Automation" is merged with the core module "SEC 101 – Introduction to Computers" and it is renamed to "SEC 101 - Εισαγωγή στους Ηλεκτρονικούς Υπολογιστές & Αυτοματισμός	Fully compliant; the college has incorporated the suggestions of the EEC.

	Γραφείου (Introduction to Computers & Office Automation)". In addition to the comments of the EEC, the Internal Committee of the College decided to add a core module "SEC 111 – Εισαγωγή στις Επιχειρήσεις (Introduction to Business)" so as for the students of the certificate to have a holistic understanding of how a firm / business is run. Moreover, the module "SEC 113 – Intro to Logistics" from core becomes elective and the course syllabus of the module "Intro to Marketing" was revised so as to refer to the basic theory of supply chain and logistics. Finally, as per the suggestions of the EEC, the course syllabus of the core module "SEC 112 – Customer Service" is reviewed and renamed to "SEC 112 – Customer Psychology and Service Excellence". It important to note that the syllabus was enriched and incorporated with the basic theory of consumer psychology which is an essential element of a successful customer service. **See Annex 2 & 3**	
The college needs to follow the requirements of the CYQAA and conduct a mapping exercise that demonstrates how each unit taught on the curriculum contributes to the intended outcomes of the overall program. This exercise should be performed by the teaching staff and the program director at the Larnaca College.	As per the EEC committee's recommendations and as per the requirements of the CYQAAA an overarching document that demonstrates how each unit on the program contributes to the intended learning outcomes of the overall program is created. **See Annex 1**	Fully compliant; the suggestions / recommendations of the EEC have been fully incorporated.
The EEC suggests that the teaching staff at the Larnaca College to fully embrace the	CDA College ensure that the programs are delivered in a way that encourages students to take	Fully compliant

student-centred learning approach and incorporate the learner in the discovery and delivery of knowledge. To this extent, the EEC suggests collaborations between the teaching teams of the different branches. Teaching staff from different colleges on a 'teaching-away day' could share best practices and effective pedagogical approaches that encourage a student-centred approach to teaching. Also, the EEC suggests that experienced staff is paired with junior staff in a mentorship program.	an active role in creating the learning process, and that the assessment of students reflects this approach. CDA College consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. 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. **See Annex 8**	

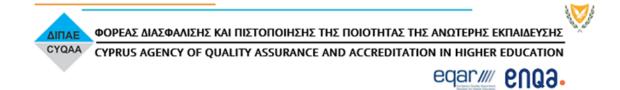|		
Even though there is evidence of links to local businesses/ market, the college should strive to improve this engagement even more in the very near future. The EEC also recommends that the all the branches of the C.D.A College set-up an advisory board with external stakeholders to ensure the continuous update and development of the program.	The management of the College as well as the Internal Committee before deciding whether to evaluate or reevaluate a program of study proceeds with market research and takes into consideration the opinion and suggestions of various stakeholders that the College cooperates with. For example, for the specific program of study, the opinion of well-established lawyers was asked and they pointed out the importance of secretarial staff who is aware not only of secretarial duties but also to have a basic knowledge of legal terms and thus we have decided to include an elective course "Γραμματέας Νομικών Επαγγελμάτων ("Secretary for legal matters"). Moreover, we have also asked the opinion of entrepreneurs and they have also pointed out the importance of a strong secretarial team especially in the front office. For them, it is very important to have a perfectly organized administration office. Although, lately secretaries were replaced with more qualified staff such BA holders etc., they have made it very clear that the role of a proper secretary is irreplaceable and very important for a company. A good secretary is the foundation of the whole organization and if the foundations are put together correctly then the result is undoubtable. Furthermore, the 1 Year Program is the first accredited program of the College and it's been running	Fully compliant

	successfully for over 2 decades. However, we always try to ensure the continuous update and development of the program and that's why we have decided to make it more attractive to the needs of today's market. It is also important to note that in Larnaca we only offer a certificate in the Secretarial Studies.	
The teaching staff should ensure that the students not over assessed throughout the duration of their studies	**See Annex 1 & 4**	Compliant

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
One weak point of C.D.A Larnaca is the low-performing student quality. The secretarial studies tend to attract students with lower-than-average aspirations, and as a result the students are usually not high performers. The low number of students enrolled if continued will be threatening the sustainability of the program. The management and the public relations of C.D.A will need to explore ways to increase the student and parent interest in the market. If there is a trend of disinterest in secretarial studies in the market, the program may need to be abandoned.	The Management and the Public Relations Department of the college uses various marketing methods so as to promote its programs. All of our programs of study are feasible although in some cases some programs enrolments are reduced. **See Annex 5 Program of Studies Promotion Strategies**	Partially compliant; the college is not providing an adequate response as to how they would resolve the issue identified by the EEC.
There is space for improvement in teaching mobility among the staff through the Erasmus program. There is room for expanding the number of agreements with other tertiary education institutions from abroad.	C.D.A. College, holds the Erasmus Charter with the code CY NICOSIA30 since 2014, has been actively engaged in the Erasmus+ program, promoting international education and cooperation. 1 Year Programs (Certificate level) are not entitled to take part in Erasmus mobilities but our academic staff because they teach in other programs, they are encouraged to take part in Erasmus mobilities. In other words, all academic staff is given the opportunity to take part in Erasmus programs so as to improve their teaching as well as learning skills. **See Annex 6**	Compliant as the college engages mobility activities.

![CYQAA Logo] ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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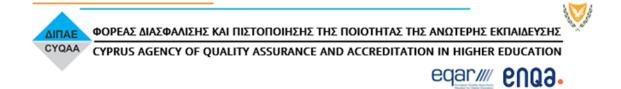|		
The monitoring of the careers of alumni and the continuous contact with them is something that will help the college to formulate its strategies and ultimately increase student intake	All CDA College graduates automatically become members of the CDA College Alumni Association (C.D.A.AL.A.). The aim of the Alumni Association is to maintain contact with the College graduates by inviting them to attend College activities and by communicating to them the College's news. The association is designed so that it may receive information from graduates concerning their employment and career development. The graduate alumni survey is conducted every five years. The purpose of this survey is to track the career development of CDA College graduates two and five years after graduation as well as to solicit feedback on the quality of educational and broader CDA College experience that they went through.	Compliant

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 relatively small enrolment is potentially an existential threat to the program. Although this offers an advantage to the attending students, it threatens the sustainability of the program and it viability in the future. The college administrators may have to face the situation where they will have to discontinue the one-year program, or they may want to pursue a more aggressive campaign to promote it and see what the results look like. If it is a market change, favouring longer education programs such as the 2-year or 3-year ones, the college must adapt to it.	As explained to the EEC, the program of study is feasible although the small enrollment numbers. Moreover, the specific program of study is considered feasible with 5 students, a number which is achieved in all campuses with Larnaca & Paphos campus having bigger numbers of enrollments because of lack of competition in these cities. Limassol and especially Nicosia are the two campuses who face the most competition but fortunately we fulfil our target goal which is registering at least 5 students per academic year at the certificate level. Some of our promotion strategies are depicted in **Annex 5**	Compliant for the LCA branch; however, the college is really not responding to the threat of sustainability for the other branches.
There are some inherent problems with a one-year program. Students who work for Lawyers for example, will have a need for Law-specific courses and one elective course may not meet the needs for such a career. Also, at the same time a change in jobs from a lawyer to a doctor's office for instance would render the knowledge acquired at the Lawyer's office less useful.	After the suggestions of the EEC, we believe that the program of study would be even more competitive and holistic. The Certificate would give the students the opportunity to broaden their horizons and decide whether they want to continue their studies into a higher level.	Compliant.

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
It is proposed to encourage teachers to participate more actively in mobility programs, training seminars and conferences related to their subject.	C.D.A College encourages all academic and administrative staff to take part in mobility programs. Also, it is very important us the continuous personal development of our staff and that's why we encourage them to participate training seminars, conferences related to their subjects. The management of the college also organizes in house seminars so as to improve the skills and knowledge of our staff. For example, in July 2024 all administrative staff of Nicosia, Limassol and Larnaca branch had the opportunity to take part to the following EU funded programs: **"Green growth and environment"** - The Program analyzes environmental challenges (climate change, depletion of natural resources, environmental pollution), and their impact on our lives, and explains the concepts of sustainable development, green development and circular economy as a response to these challenges. The main environmental indicators of Cyprus are presented and advice is given on environmentally friendly practices for individuals and businesses. Green	Compliant; the actions suggested seem to be in the right direction.

	occupations and skills are outlined and further training opportunities in the subject are presented. **"Health and Safety"** - The Program explains the importance of safety and health at work for a modern professional. The various types of occupational hazards are presented and numerous examples of hazards and measures to protect against them are given. The basic principles of risk management are explained and opportunities for further training and information on the subject are presented.	
More intensive use of teachers with high professional experience, who will transfer practical knowledge to students and increase the attractiveness of their professional degree.	The management of the College wants its students and future graduates to have a direct involvement with the market and that is why we have frequent visits from professionals, such as accountants, HR managers, Typists, marketers etc. The purpose of these guest lecturing visits is for the students and future secretaries to have a direct contact with these expertise so as to understand better the market. Moreover, the College is also member of the International Management Assistants (IMA), a global network for management support professionals since 1974 and members of IMA visit our colleges and gives lectures to the future secretaries. Their goal and vision are to connect and engage peers within and across borders and empower our members to excel. Furthermore, except from in house guest lectures and	Compliant.

	professional visits, the students accompanied with their lecturers, have educational visits to courthouses, the Parliament so as to experience the professional of a stenographer (shorthand) and/or typists. Also, they have the opportunity to visit local post offices, or private courier firms, and see the importance of logistics (an elective course). In addition, through their non – credited practice (2 weeks non - credited practice between the two semesters) they are given the opportunity to work as secretaries either at a doctor's office, lawyer's office, school reception etc. and apply some of the knowledge and skills they gained through their first semester of study.	
Further strengthening of student mobility through programs (e.g. ERASMUS+) in more EU countries, beyond Greece. Increasing the College's international collaborations with individual scientists, institutes and academic organizations.	Our Erasmus team, coordinated by Ms. Christina Agathangelou works towards new agreements and collaborations in Europe and internationally. Each campus has an Erasmus officer responsible to inform students of any mobility possibilities and encourage them to be a part of these programs. There has been a transformation of the Erasmus since 2021 and has been integrated with our "Aristotle" Research Center. These two offices work together perfectly and have already submitted several programs through Erasmus + and we await responses. **See Annex 6**	Compliant.
More subscriptions to electronic scientific and professional journals for the systematic professional information of the students	The College's policy is to regularly update and enrich the library. We try to have updated editions of books either in Greek or/and English language. In	Fully compliant; the actions taken are on the right direction.

Updating and enriching the educational material at regular intervals, particularly the supplementary teachers' manuals.	courses such as Typing or Greek Shorthand that there aren't any newer versions the lectures prepare their own notes and give out to students. Also, nowadays e-books are easier to be found and that is why we also encourage lecturers to use e-books or online material. Online databases and e-books are available for all lecturers to be used during their teaching. The teachers also prepare additional notes for each lesson are publish on their personal Moodle page. As part of the development of our college, we aim to provide the students and academic community with modern and technologically equipped libraries. We are constantly updating the printed material with new editions, so that the students could meet their learning needs based on the courses of each discipline. We also try to provide additional bibliography, giving both students and lecturers the opportunity to have a more complete picture and further knowledge. Also, through agreements with databases, such as EBSCO and EMERALD, library users have access to numerous e-books, electronic articles, etc. In disciplines and courses, where the literature is quite limited and/or outdated, through the material we provide, our professors prepare their own notes, which are also available in the libraries for students to study.	

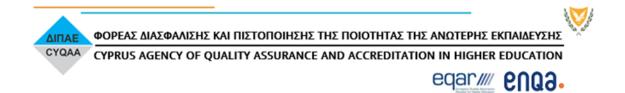|		
	Specifically, for the Secretarial curriculum, after research and always in consultation with the academic staff, the bibliography was recently updated for some courses. In more detail, for the first semester in the SEC 101 "Introduction to Computers" course, we purchased the main textbook "Computer Use and File Management" by Prodromis, A. and Ilias, M., 2023. In the SEC 104 course " Introduction to accounting", we bought the book "Introduction to accounting", by Papadimitropoulos, A., 2019. In the new course SEC 105 "Business Greek", we acquired the book "Language Exercises", by Papadrianou, A., 2017. In course SEC 106 "Communication Skills & Behavior", added the books "Win Your Audience" by Carnegie, D., 2019 and "It's Not What You Say, But How You Say It: How to Sell Yourself" by Parker , M., 2015. Moving into the second semester, the bibliography for the course SEC 108 "Text Processing", has been updated with "Text Processing", by Prodromi, A. & Ilias, M., 2019. In the new course SEC 109 "Social Media", added the books "Understanding Social Media" by Tzavara, P., 2020 and "Social Media - A Critical Introduction" by Fuchs, C. 2023. In SEC 110 "Principles of Marketing", acquired "Principles of Marketing" , by Fahy, J., 2014, "Modern Marketing", by Kyriazopoulos P., Samanda - R., 2019, "The battle for the digital	

	market: The strategy and tools of Digital Marketing", by Petkakis, G ., 2021 and "Marketing: includes digital marketing, the Greek practical approach", by Tjortzakis, K., 2020. In SEC 111 "Logistics Management", "Operations Management-Sustainability And Supply Chain Management", by Heizer, was added, J. , Munson, C. And Render, B., 2023. And finally, in SEC 113 "Computerized Accounting", "Computerized accounting: theory and practice" by Karagiorgos, Th., 2015.	

6. 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

NOT APPLICABLE

7. 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

NOT APPLICABLE

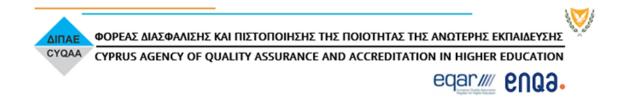## C. Conclusions and final remarks

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

<u>*EEC's final conclusions and remarks*</u>

Fully compliant

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

<u>*NOT APPLICABLE*</u>

D. Signatures of the EEC

Name	Signature
Antonios Georgopoulos	
Alexandros Sahinidis	
Simos Chari	
Petros Louca	

Date: Click to enter date