



Doc. 300.1.3

Date: Date

Feedback Report from EEC Experts

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



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>
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
<p>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.</p>	<p>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</p>	<p>Fully compliant; the college has provided an overarching document that demonstrates how each unit contributes to the ILO</p>
<p>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"</p> <p>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.</p> <p>Considering the niche/specialized nature of the unit "Intro to Logistics", this could be an elective and not core</p>	<p>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)".</p> <p>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 111 – Intro to Logistics" from core becomes elective and the course syllabus of the module "Intro to Marketing" was revised so as to</p>	<p>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.</p>

<p>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.”</p> <p>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”</p>	<p>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.</p> <p>See Annex 2 & 3</p>	
<p>Analyze whether students are being over assessed as it appears that every course in the same semester, across all branches, has multiple assessment methods.</p>	<p>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%.</p> <p>During the semester, the instructor has the opportunity to evaluate the students through various methods assessments.</p>	<p>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.</p>

	<p>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.</p> <p>For example: Continuous Assessment – 40% Class Participation: 5% Mid – Term: 20% Assignment: 15%</p> <p>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.</p> <p>See Annex 1 & 4</p>	
<p>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</p>	<p>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.</p> <p>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.</p>	<p>Compliant.</p>



	<p>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.</p>	
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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
<p>The college needs to disassociate the Year 1 program from those of Year 2 and 3; even though the foundation year is the stepping stone for Year 2 & 3 it needs to be treated as a stand-alone program. It appears that the decisions are taken with the 1+2 years of the program in mind rather than the 1-year program alone.</p>	<p>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.</p> <p>Students who graduate from the 1 Year Certificate can further continue their studies if they wish, into a Diploma or Higher Diploma level.</p>	<p>Compliant; the response of the college is adequate.</p>
<p>The structure of the program as it stands is adequate; however, for future viability it needs to be reconsidered / restructured. The college needs to ensure that the students that only complete the first year of the program have a holistic understanding of how a business is run and more specialised knowledge on secretarial-related subject areas. A detailed list of</p>	<p>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</p>	<p>Fully compliant; the college has incorporated the suggestions of the EEC.</p>

<p>recommendations has been provided in section 1.</p>	<p>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 111 – 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</p>	
<p>The college needs to account how each unit taught on the program contributes to the intended outcomes of the program and apply changes if units are not fully contributing to the delivery of the intended learning outcomes of the overall program. A requirement of CYQAA is a mapping exercise that demonstrates this contribution. This exercise should be performed collectively</p>	<p>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</p>	<p>Fully compliant; the suggestions / recommendations of the EEC have been fully incorporated.</p>

<p>by the academic staff and the program director.</p>		
<p>An external advisory board with external stakeholders for the continuous development of the program is recommended; this is consistent with best practice.</p>	<p>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 Επαγγελματιών (“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.</p>	<p>Fully compliant</p>

	<p>Furthermore, the 1 Year Program is the first accredited program of the College and it's been running 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 Pafos we are the only College that offers a certificate in the Secretarial Studies.</p>	
<p>The academic staff should reconsider the way the students are assessed on this program and ensure: (a) that they are not over assessed; and (b) various assessment methods are applied for building various soft and hard skills.</p>	<p>See Annex 1 & 4</p>	<p>Compliant</p>

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
<p>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.</p>	<p>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</p>	<p>Partially compliant; the college is not providing an adequate response as to how they would resolve the issue identified by the EEC.</p>
<p>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.</p>	<p>C.D.A. College Pafos, holds the Erasmus Charter with the code CY PAFOS02 since 2021, 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.</p>	<p>Compliant as the college engages mobility activities.</p>

<p>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</p>	<p>See Annex 6</p> <p>All CDA College graduates automatically become members of the CDA College Alumni Association (C.D.A.A.L.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. All graduates consent to GDPR policies so as for the College to keep their personal details.</p>	<p>Compliant</p>
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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
<p>Small enrolment poses a threat to program sustainability.</p> <p>The College may need to promote the program more aggressively or adapt to market changes favouring longer education programs.</p>	<p>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</p>	<p>Compliant for the specific branch; however, the college is not responding to the threat of sustainability for the other branches.</p>
<p>One-year programs have inherent limitations, such as the need for more specific courses for certain careers.</p> <p>Knowledge acquired in one job may become less useful if the student changes careers</p>	<p>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.</p>	<p>Compliant.</p>

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
<p>Encourage more teacher participation in mobility programs, training seminars, and conferences.</p>	<p>C.D.A College encourages all academic and administrative staff to take part in mobility programs.</p> <p>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.</p> <p>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" -</p> <p>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</p>	<p>Compliant; the actions suggested seem to be in the right direction.</p>

	<p>occupations and skills are outlined and further training opportunities in the subject are presented.</p> <p>“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.</p>	
<p>Increase the involvement of teachers with extensive professional experience to enhance practical knowledge transfer.</p>	<p>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.</p> <p>Furthermore, except from in house guest lectures and</p>	<p>Compliant.</p>

	<p>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).</p> <p>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.</p>	
<p>Strengthen student exchange programs (e.g., ERASMUS+) to include more EU countries.</p> <p>Increase the College's international collaborations.</p>	<p>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</p>	<p>Compliant.</p>

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
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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
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NOT APPLICABLE

C. Conclusions and final remarks

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

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
<p>Better promotion of the organization's strengths.</p> <p>Adapting to competitive pressures, changing labor market conditions, and technological advancements.</p> <p>Conducting further analysis of labor market trends and prospects.</p> <p>Aligning program content with emerging professional changes; Implementing certain course changes or mergers to make the program more attractive.</p> <p>Developing a more comprehensive business plan and conducting a thorough viability study.</p>	<p>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.</p> <p>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</p>	<p>Compliant.</p> <p>The recommendation of our committee concerned the long-term competitiveness of specific study program, as we found that this is also a concern of the College's management.</p> <p>The management of the College seems to have realized the new needs and threats of the job market in the specific field. Indeed, valuable structural changes were made to the study program, in accordance with the committee's recommendations.</p> <p>The management of the college should not forget that in the future it will have to make some innovative revisions to its business plan.</p>

	<p>goal which is registering at least 5 students per academic year at the certificate level.</p> <p>Larnaca and Pafos are the branches with the least competition.</p> <p>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.</p> <p>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 Επαγγελματιών (“Secretary for legal matters”).</p> <p>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</p>	<p>Choose level of compliance:</p>
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	<p>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.</p> <p>Furthermore, the 1 Year Program is the first accredited program of the College and it's been running 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. See</p> <p>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.</p> <p>Annex 1 & 5 & 7</p>	
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D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Antonios Georgopoulos	
Alexandros Sahinidis	



Simos Chari

Petros Louca

Date: [Click to enter date](#)

