



Doc. 300.2.2

Institution Response (Institutional Evaluation)

Date: 22/09/2025

- **Higher Education Institution:**
C.D.A COLLEGE
- **Town:** PAFOS
- **Institution Status:** Currently Operating

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

1. Building facilities

1.1 Plans and licenses

All Plans and Licenses were submitted as requested and EEC found the Building Facilities of CDA College Limassol in a very good condition and no further actions are required.

1.2 Other facilities

Section 1.2 was evaluated as Satisfactory by the EEC and no further suggestions were made.

2. Student welfare services

Section 2 – “Student Welfare Services” – all parts were evaluated as satisfactory except 2.2 – “Recreation Areas” & 2.9 – “Student Clubs/organisations/associations” which were evaluated as poor.

Suggested Areas of improvement by the EEC:

1. Consider appointing a dedicated welfare officer without teaching duties to ensure continuous and in-depth support for students, the College should consider separating welfare responsibilities from academic roles (especially if the student population is to be increased)
2. Strengthen recreational infrastructure - Establish or improve spaces for student relaxation and social interaction, including consideration of a small fitness area or multi-purpose room.
3. Formalise mental health referral pathways - Develop a clear, timely, and accessible referral system for psychological support, ensuring students in Paphos have equitable access to care.
4. Enhance student life programming - Introduce structured, regular activities — even on a small scale — to improve the overall student experience and campus cohesion.
5. Provide a basic student life support fund - Allocate a modest annual budget to enable student-led events and support participation, even with a smaller student base.
6. Implement a student information management platform - As with other campuses, adopting an integrated platform would improve tracking of academic and welfare data, supporting better coordination.

Answer of HEI:

1. After the suggestions of the EEC, we are looking into employing a dedicated welfare officer. We have published an open vacancy for the position of student welfare officer and contacted some personal interviews with possible candidates.
2. The College has signed agreement with Fitness Club, one of the biggest gyms in Pafos which is located not too far from the College. Students can join with a special discount by showing their college student card. Also, we are planning to create a small gym at the basement of the College so that the

students can use free of charge. The gym would also be used for the course 'Aesthetics Gymnastics' which is an elective in the BA Aesthetics program of study.

In addition, our cafeteria on the ground floor is also available to the students for relaxation and social interaction. There is an inside coffee shop in our cafeteria. It provides beverages and snacks in reduced prices to our students.

What is more, all young people of Cyprus aged 13 -30 are entitled to register for free for the "European Youth Card". Holders of the European Youth Card enjoy privileges and discounts in more than 100,000 businesses both in Cyprus and in Europe: In Culture/Entertainment venues and events, restaurants, bars, education, Health and Beauty shops and services, Sports, Hotels, Services, Shops and Travel, in about 40 countries in Europe. European Youth Card, regularly offers its holders giveaway gifts (e.g. tablets, smartphones, laptops) through competitions that we organize on social media (Facebook, Twitter, Instagram). The Card is issued FREE OF CHARGE by the Youth Board of Cyprus for young people of Cyprus aged 13 to 30. The European Youth Card Association – EYCA is the coordinating body of all the countries that issue the card in Europe. The Student Card offers all the privileges of the European Youth Card and is specifically made for students, offering discounts (50%) on buses in Cyprus. The Student Card is granted to all students of certified College and University study programs in Cyprus, as well as to Cypriot Youth who study abroad, until the age of 30 years old.

3. Our college already maintains strong mental health support through an in-house psychologist in our central campus in Nicosia, whose services are regularly accessed by students from all our campuses. This demonstrates both the availability and the effectiveness of our existing provision. In addition, our policies against bullying, racism, and discrimination help create a safe and respectful environment that supports student well-being.

To further strengthen these services, Anasia Sokratous who is a psychologist and lecturer in Pafos Campus, is willing to provide her services by appointment in Pafos campus for students facing mental health challenges.

Moreover, the college would continue promoting awareness campaigns to reduce stigma around mental health and encourage early intervention. Expanding workshops on stress management, flexibility, and peer support could complement the psychologist's work and make services even more accessible. By building on our existing foundation, we can ensure that students not only have access to professional help but also feel supported in seeking it without hesitation.

We strongly believe that these improvements would contribute to stronger student engagement and a healthier campus environment.

4. Building on the college's existing student life programming, expanding and systematising activities would strengthen engagement and community building.

The Student Welfare office has a well-publicised calendar of events on Moodle so as all students have access. Some events are shared with other branches, such as cultural celebrations and volunteering activities offering the students the opportunity to connect outside the classroom.

The "Career Day" which is organised by the Student Welfare Office in Nicosia hosts the students from all branched giving the opportunity to all students from different cultural and social background to get together and foster a stronger sense of belonging across campus. Moreover, cultural days are held in the college lounge so as to reflect on the diversity of the student body.

Ultimately, it would elevate the impact of the college's student life initiatives and increase their reach and visibility.

5. Our college already demonstrates its commitment to student engagement by allocating a budget for student life directly under the Chairman's support. This available funding ensures that activities and initiatives proposed by students can be implemented, fostering creativity, leadership, and community spirit. Establishing a structured micro-fund within this budget—dedicated to student-led events and modest employment opportunities for those involved in organizing—would make the process more transparent and accessible.
6. Our college has already implemented Moodle as the central platform for managing academic activities and communication. Through Moodle, students can directly connect with professors, access course materials, and engage in ongoing academic support. Building on this foundation, the college is planning to expand the system by integrating additional add-ons to better meet student needs—such as generating transcripts, viewing exam grades, and tracking academic progress in a more structured way.

By enhancing Moodle into a more comprehensive student information management system, we will create a centralized hub that not only streamlines administrative processes but also strengthens coordination between faculty, staff, and students. This development will support data-informed decision-making while providing students with transparent, real-time access to their academic journey.

3. Infrastructure

Section 3 – Infrastructure was evaluated by the EEC as satisfactory.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory
Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies. Click to add text		

Answer of the HEI

No comments were made.

Institution's Academic Profile and Orientation

Sub-Areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

The ECC has evaluated Institution's Academic profile and Orientation and its sub areas as fully compliant.

EEC Areas of improvement and recommendations:

We encourage the College to undertake a review of its mission statement in order that this might better capture the distinctive strengths and aspirations of the College. We suggest that this mission statement applies to all four CDA colleges, as is currently the case. We further suggest that following, or concurrent with, this review of the mission statement, the College reviews its strategic plan. The EEC does not view the existing mission statement as in any way incorrect, but rather that it appears not to fully articulate the strengths and aims of the College. In some aspects it appears somewhat generic in terms of what many HE providers offer. We hope that a revised mission statement may help guide the strategic planning and may help communicate the ethos of the College to a variety of audiences. These audiences are international, including potential applicants, national, local and also includes its own academic community. Ideally the revision of the mission statement may also provide an opportunity for engagement with its own staff, students and core stakeholders. The mission statement can play a useful role in strengthening the identity of the College, both internally and externally. In evaluating the Institution, the following distinctive characteristics and aims were voiced, and are ones which the EEC suggest might be considered in formulating a revised statement of mission. The College has, and fosters, an extremely strong and supportive academy community which embraces its academic staff, administrative staff and students. The College provides and seeks to enhance high levels of personal academic and pastoral support for all its students, including those with particular educational needs, or those students with economic, or social disadvantage. The pedagogy employed is highly student focused, practice-led and offers a balance of theoretical learning and practical skills suit to employment and career development. CDA uniquely is in the form of a national private educational institution, and simultaneous a local College rooted and supportive of its community. CDA is unique in being a national private institution with colleges in all four of Cyprus' major towns.

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

Answer of HEI:

Following the EEC's suggestions we have reviewed our mission statement in order that this might better capture the distinctive strengths and aspirations of the College. This mission statement applies to all four CDA colleges.

Revised Mission Statement

C.D.A. College is committed to delivering innovative, high-quality, and accessible education that prepares students for professional excellence and personal growth. We provide distinctive programs in Business, Tourism, Information & Communication Technology, Wellness, Public Service, and Specialized Professions—equipping graduates with the skills, adaptability, and integrity to thrive in a rapidly changing world.

Grounded in our values of **access, excellence, and cultural diversity**, we:

- Ensure that education remains affordable and inclusive, opening doors to learners from diverse social, cultural, and educational backgrounds.
- Foster academic rigor, critical thinking, and professional expertise through dynamic teaching, close faculty mentorship, and experiential learning.
- Enrich quality of life by celebrating cultural heritage, supporting community engagement, and cultivating global citizenship.

C.D.A. College aspires to be a leader in empowering students to transform their aspirations into achievement, and to make meaningful contributions to their professions, communities, and society at large.

Please see below the revised strategic plan based on the EEC's suggestions and the revised Mission Statements.

Strategic Academic Development Plan

C.D.A. College (5-Year Framework)

Stage 1 – Marketing Analysis: *Where are we now?*

- **Marketing Audit:** Assess current positioning as a national private institution with local community roots in all four major towns of Cyprus.
- **SWOT Analysis:** Highlight strengths in pastoral/student support, inclusive pedagogy, and practical career-focused programs; recognize challenges such as international competition and financial pressures; identify opportunities in digital learning, international partnerships, and niche programs.
- **Student Analysis:** Understand the diverse backgrounds, needs, and aspirations of students, with particular focus on inclusivity, employability, and lifelong learning.
- **Competitor Analysis:** Benchmark against other Cypriot and international higher education providers, identifying differentiation through CDA's unique community-based yet national identity.

- **Financial Analysis & Feasibility:** Assess cost-effectiveness while ensuring sustainability and reinvestment in student services, technology, and faculty development.

Stage 2 – Planning: *Where do we want to be?*

Mission

C.D.A. College is a national private institution with a uniquely local presence, rooted in all four major towns of Cyprus. We are dedicated to fostering an inclusive and supportive academic community where students, faculty, and staff work together to achieve excellence in education, personal growth, and social contribution.

Objectives

Short-term (1–2 years):

- Strengthen student recruitment and retention through enhanced academic support.
- Expand marketing reach to attract both local and international students.
- Review and update current curricula to ensure employability-focused outcomes.

Medium-term (3 years):

- Develop new programs in emerging fields aligned with market needs (e.g., digital economy, sustainability, creative industries).
- Increase international collaborations and exchange opportunities.
- Invest in digital infrastructure and blended learning methods.

Long-term (5 years):

- Establish CDA as a leader in inclusive, practice-led education in Cyprus and beyond.
- Build stronger alumni networks to enhance reputation and community impact.
- Achieve recognition as a model for combining national presence with strong local community engagement.

Market Segmentation (STP – Educational Sector)

- **Local students** (including first-generation and disadvantaged backgrounds).
- **National reach** across all four towns, maximizing accessibility.
- **International students** seeking affordable, practice-based, and supportive education.
- **Adult learners** pursuing professional upskilling and retraining.

Research

- Regularly track labor market needs and graduate employability outcomes.
- Gather feedback from students, alumni, employers, and faculty to inform continuous improvement.

Strategy Formulation

- Differentiate through **student-centered pedagogy, inclusive access, and strong community ties.**
- Position CDA as both **locally rooted and internationally connected.**

Stage 3 – Strategic Choice: *How might we get there?*

- **Marketing Mix (7Ps):**
 - *Program:* Revise and expand academic programs to balance theory with practice.
 - *Price:* Maintain affordability while ensuring financial sustainability.
 - *Place:* Leverage national presence in four towns, with added online reach.
 - *Promotion:* Strengthen digital campaigns, alumni stories, and community outreach.
 - *People:* Invest in faculty development, student advisors, and support services.
 - *Process:* Enhance administrative efficiency and student experience.
 - *Physical Evidence:* Improve campus facilities and digital platforms to reflect quality.
- **Curriculum Development:** Continuous revision to align with employment trends; creation of interdisciplinary and applied learning opportunities.
- **Partnerships:** Strengthen ties with professional bodies, industries, and international institutions.

Stage 4 – Strategic Evaluation: *Which way is best?*

- Apply **BCG, PLC, GE models** to evaluate program sustainability and growth potential.
- Use a **Key Country Matrix** to explore international recruitment markets.
- Balance financial viability with CDA's mission of accessibility and inclusivity.

Stage 5 – Implementation & Control: *How can we ensure arrival?*

- **Monitoring & Evaluation:** Annual performance reviews against strategic objectives.
- **Competitive Strategies (Porter):** Focus differentiation on student support, inclusivity, and practice-led learning.
- **Growth Strategies (Ansoff):**
 - *Market Penetration:* Strengthen local/national recruitment.
 - *Market Development:* Expand international reach.
 - *Product Development:* Create innovative new programs (e.g., in digital industries, sustainability, applied sciences).
 - *Diversification:* Explore new services such as lifelong learning, corporate training, and community engagement projects.

2. Quality Assurance

Sub-Areas

2.1 System and quality assurance strategy

2.2 Ensuring quality for the programmes of study

The ECC has evaluated Quality Assurance and its sub areas as fully compliant

EEC Areas of improvement and recommendations:

The EEC suggested that there may be efficiencies and improvements to be gained from greater levels of integration of the QA processes and procedures across the four Colleges. This may include adopting a suitable form of shared student information management software.

We suggest that the College explores opportunities for additional social and academic interaction between its students across its four campuses.

We suggest that the College reviews its list of stakeholders to ensure that the stakeholders who contribute to the development of the programmes are sufficient to cover the professional subjects taught and the four locations of the CDA College.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

Answer of HEI:

As stated in **Section 2 (Please see also Section 2 – “Student Welfare Services”)**, we are planning to include more add-ons on Moodle as well as by integrating additional add-ons to better meet student needs—such as generating transcripts, viewing exam grades, and tracking academic progress in a more structured way.

2.1.4.2 Research – This point was evaluated with 3 and their comment was: “The Committee noted that not all research activity undergoes formal internal ethics approval at the outset”.

C.D.A. College acknowledges the Committee’s observation that not all research activity currently undergoes formal internal ethics approval. The College is committed to upholding the highest standards of academic integrity and ethical practice in research. To strengthen this process, the College is in the process of revising the existing formalized research ethics policy, which will ensure that all research activity—whether staff-led, student-led, or collaborative—undergoes internal review and approval before commencement.

The College has set up research policies for further improvement of the research quality and the further cultivation and development of research culture at the College. Moreover, to the current seminars internally or abroad which our lecturers have participated and discussed their research papers. The College has introduced additional incentives both in Nicosia and Limassol campuses where faculty will share seminar email lists, organize joint research seminars and also peer- reviewing of their research papers. Nonetheless, all faculty staff articles/research published in the online research platforms have previously been peer-reviewed.

It is well known to all our faculty members that the improvement of the quality of the research will also enhance the quality of teaching and the program as a whole. Beginning immediately, we will introduce seminars of theoretical and empirical progress. These seminars will share the interest between the presentation of faculty's research, but also practitioners will deliver their experience on the market and their valuable intuition.

Moreover, the College has set a policy that the College's four campuses will be cooperating on research activities. CDA College is under negotiation for establishing research agreements with other Colleges in Cyprus with the objective of cooperating in research projects. The College also organizes research seminars to discuss of research papers to others and gradually improve the quality of the research, between Nicosia and Limassol campuses and between Cypriot universities and Colleges. For this project the College will exchange email lists with all the campuses and other Colleges for joint research seminars, peer-reviewed and research collaborations.

More specifically:

- The already established Research Ethics Committee would set clear terms of reference and representation from academic staff and external experts where appropriate.
- Requiring ethics approval as a mandatory step in the research design phase for all projects.
- Providing training and guidance to staff and students on research ethics and compliance requirements.
- Monitoring adherence to ethical standards throughout the research lifecycle.

Thus, these measures will ensure consistency, transparency, and accountability across all research activities and align the College with international best practices.

Revised list of stakeholders - Stakeholders contribute to the development of the programs are sufficient and cover the professional subjects taught at the four locations of the CDA College.

C.D.A COLLEGE

NICOSIA – LIMASSOL – LARNACA - PAFOS

STAKEHOLDERS LIST

1. Dr. Eleni Asprogenous (AHLEI Instructor, Authorized Trainer of ANAD and Member of Hotel Association)
2. Chrysanthos Georgiou (TUI, HR Advisor, Cyprus, Malta, Egypt, & Middle East)
3. Eugenios Savva (Hospitality & HR Consultant – Recruiter / Trainer)
4. Yiota Skitini – Travel Agent
5. Xenia Angeli (Amadeus Cyprus / Travel & Tourism)
6. Neofytos Thrasyvoulou (President Federation of Associations of Owners of Entertainment Centres & Events)
7. Aggelos Onisiforou (Vice Mayor of Pafos Municipality & President of Pafos Association of Owners of Entertainment Centres & Events)
8. Michael Demosthenous (Expert Tourism Consultant & Certified Trainer)
9. Stelios Philippides (General Manager Minthis Resort)
10. Alexandros Iordanou (Owner QualityLink (Consulting Services))
11. Andreas Efstathiou (Insurance Institute of Cyprus)
12. Konstantinos Katselis (General Director, Kybella – Aesthetics)
13. Stavroylla Aristodemou (Financial Director, Kybella (Aesthetics))
14. Maria Savva Director, Global Operations Acumen International Global EOR/PEO
15. Christoforos Petrouis (Hairdressing Industry)
16. Korombilias Trading (Hairdressing Industry)

3. Administration

Areas of improvement and recommendations

Many institutional are currently reviewing their assessment mechanisms and processes in light of the increasing use of AI in all areas of work. We encourage you to continue to develop your assessment mechanisms and practices in order to ensure they are robust in the context of increasingly sophisticated applications of AI.

Organisational changes must be monitored, evaluated and improved over time as necessary, to ensure appropriate modernization.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

Answer of HEI:

C.D.A. College welcomes the Committee’s recommendation regarding the ongoing review and modernization of assessment mechanisms in the context of rapidly advancing AI technologies. The College recognizes both the opportunities and challenges that AI presents for academic integrity, assessment design, and student learning.

To address this, the College is committed to:

- Continue the review and development of assessment practices to ensure they are transparent, and robust against inappropriate use of AI tools. The College uses the software **PlagiarismCheck** and it is embedded on Moodle. The specific software also checks for AI technologies.
- Start using alternative types of assessment, such as practiced based, oral assessments, group presentations that better reflect applied skills and critical thinking.
- Offer to the staff training seminars and guidance on how AI may affect assessment and pedagogy, while equipping students with the skills to use AI responsibly and ethically. We have started revising our course syllabi in all programs of study by adding AI tools to emphasize the importance of this new technology if used correctly.
- Keep monitoring and revising evaluation mechanisms to assess the effectiveness of new approaches and ensure continuous improvement over time.

Through these measures, C.D.A. College aims to modernize its assessment framework in a way that upholds academic standards, supports student learning, and reflects the realities of an evolving digital landscape.

3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	3
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The College has clear policies on plagiarism and other forms of academic misconduct. All cases of misconduct are addressed through formal disciplinary processes that ensure transparency, fairness, and accountability. The College is committed to preserving the highest standards of academic integrity across all areas of its work.

4. Learning and Teaching

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Areas of improvement and recommendations

Where student numbers in specific in-person courses are relatively low, consideration should be given to any additional measures that can be employed to ensure the student experience has the benefits offered by a vibrant, in-person student cohort.

We encourage the College to be creative and innovative in its approach to AI and how AI may be beneficially embedded within its programmes. We encourage the College to ensure that your graduates are equipped to be critically reflective with respect to the role of AI, and agile in adopting or exploiting it in their professional and academic lives. Staff expertise with respect to AI should be a consideration in staff development and future staff recruitment.

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

Answer of HEI:

We highly appreciate the comments of the EEC.

For programs with relatively low student numbers, the College will explore additional measures so as to create a vibrant academic community. As mentioned previously, the four branches join forces at the end of the academic year in presenting a charity fashion show exposing their talents in the world of beauty and fashion. Moreover, the career day which is organised by the Nicosia campus every year is open to all students from all campuses. In addition, we organise hairdressing seminars, each time at a different campus, with guest speakers and professional hairdressers from abroad and Cyprus. We participate in competitions representing C.D.A College as a whole. We also have created our own social media page MYCDAcommunity <https://my.cdacollege.ac.cy/> so as to ensure that all students experience a stimulating and supportive college environment. Students from all four branches can communicate, create peer -learning groups

With respect to AI, the College recognizes its transformative impact on education and the professional landscape. Therefore, we offer to the staff (academic and administrative) training seminars and guidance on AI tools and how it may affect assessment and education. We have started revising our course syllabi in all programs of study by adding AI tools to emphasize the importance of this new technology if used correctly.

Furthermore, the knowledge of AI technologies would be a key factor on future recruitment so as academic community remains agile and forward-looking.

5. Teaching Staff

Areas of improvement and recommendations

The EEC understands there is some uncertainty on the part of the College regarding the staffing information which is required as part of the evaluation process. This resulted in a lack of clarity regarding the staffing figures for the College which were provided to the EEC. We recommend that the College confirms with the Agency of Quality Assurance and Accreditation in Higher Education the statistics which are required, so that these may be provided.

The EEC encourages the College to maintain its profile and development of staff, especially in the instance of any significant increase in the student population.

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- Staff details:**
- Number of teaching staff working full-time and having exclusive work 50
 - Number of special teaching staff working full-time and having exclusive work 5
 - Number of visiting Professors 15
 - Number of special scientists on lease services 10

The above figures were taken from the Annex 14 documentation. Following the visit the EEC was provided with additional staffing information which gave the following statistics for Spring 2025.

Academic staff 33

Full-time 20

Part-time 6

- Number of teaching staff working full-time and having exclusive work 0
- Number of special teaching staff working full-time and having exclusive work 4
- Number of visiting Professors 1
- Number of special scientists on lease services 2

There is therefore a degree of uncertainty regarding the required staffing information.

Answer of HEI:

We would like to point out that there was a confusion while completing the staffing figures that were additionally given to the EEC during their visit. Firstly, the numbers referred to **Spring semester 2025** and that is why there was a difference in relation to the application form. Please see the staffing figures for the Academic Year 2024 – 2025 below:

Academic Year 2024 – 2025 (Fall & Spring Semester)

The size of the College is relatively small (approved maximum capacity 556 students) and the ratio tutors/students is very good.

Write:

- Number of academic staff working full-time and having exclusive work **50**
- Number of Special teaching staff working full-time and having exclusive work **5**
- Number of Visiting Professors **15**
- Number of Special Scientists on lease services **10**

Quality learning and teaching is very important to us and that is why the College constantly invests on staff development and recruitment.

6. Research

Areas of improvement and recommendations

Whilst we appreciate the advances that have been made in research within the College and the work of the Aristotle Research Centre, it appears as though only a small minority of staff actively engage in building the research culture of the Institution. We therefore suggest that the Institution should review its research activities in order to establish a research plan which is well suited to its character and distinctiveness as an institution, and embraces a broader range of research related activities and outputs. We are aware that pure academic research, and the creation of new knowledge, is a highly competitive area within higher education and one in which competition among long-established, research-intensive institutions is fierce. We therefore suggest that any review of the institution's 32 research activities might usefully focus on areas such as, innovation, knowledge exchange, impact and dissemination. With this in mind we offer the following suggestions of areas for possible development. We suggest that some additional staff time is applied to collating, recording and presenting some of your existing activities and their impact, as these may prove eminently suitable for publication. Case studies which sought to describe, measure and present the benefits of your community focused activities for example, would appear to offer a good opportunity for you to disseminate innovative good practice. We noted that currently there appears to be no formal process whereby full or part-time staff are encouraged to bring consultancy activities within the umbrella of the Institution. Many institutions include consultancy as a key element of their research activities. The College may wish to explore if a system could be introduced which both benefitted the College and its staff, in developing consultancy activities. These may, over time, also help to diversify the income stream of the College and such activities may also help demonstrate institutional impact and knowledge exchange. The EEC suggests the College designates an Ethics Officer in order to have a person identified as having a coordinating role for ensuring research activities have the benefit of some form of formal ethics approval.

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Partially Compliant

The EEC noted that there appeared to be a relatively small proportion of staff engaged in research activities within the Aristotle Centre. The EEC believes there may be benefit in revisiting the research policy so that it is more inclusive of research associated activities which may prove more appropriate to the College's staff profile and range of teaching. The EEC did not identify a formal ethics approval process in place which covers research activities from the outset.

Answer of HEI:

C.D.A. College acknowledges the Committee's observation that not all research activity currently undergoes formal internal ethics approval. The College is committed to upholding the highest standards of academic integrity and ethical practice in research. To strengthen this process, the College is in the process of revising the existing formalized research ethics policy, which will ensure that all research activity—whether staff-led, student-led, or collaborative—undergoes internal review and approval before commencement.

The College has set up research policies for further improvement of the research quality and the further cultivation and development of research culture at the College. Moreover, to the current seminars internally or abroad which our lecturers have participated and discussed their research papers. The College has introduced additional incentives both in Nicosia and Limassol campuses where faculty will share seminar email lists, organize joint research seminars and also peer- reviewing of their research papers. Nonetheless, all faculty staff articles/research published in the online research platforms have previously been peer-reviewed.

It is well known to all our faculty members that the improvement of the quality of the research will also enhance the quality of teaching and the program as a whole. Beginning immediately, we will introduce seminars of theoretical and empirical progress. These seminars will share the interest between the presentation of faculty's research, but also practitioners will deliver their experience on the market and their valuable intuition.

Moreover, the College has set a policy that the College's four campuses will be cooperating on research activities. CDA College is under negotiation for establishing research agreements with other Colleges in Cyprus with the objective of cooperating in research projects. The College also organizes research seminars to discuss of research papers to others and gradually improve the quality of the research, between Nicosia and Limassol campuses and between Cypriot universities and Colleges. For this project the College will exchange email lists with all the campuses and other Colleges for joint research seminars, peer-reviewed and research collaborations.

More specifically:

- The already established Research Ethics Committee would set clear terms of reference and representation from academic staff and external experts where appropriate.
- Requiring ethics approval as a mandatory step in the research design phase for all projects.
- Providing training and guidance to staff and students on research ethics and compliance requirements.
- Monitoring adherence to ethical standards throughout the research lifecycle.

Thus, these measures will ensure consistency, transparency, and accountability across all research activities and align the College with international best practices. **See Attachment on Research Strategy**

7. Resources

Areas of improvement and recommendations

Digital infrastructure: There is room for further development of the IT systems to better support the administrative functions of the College. The EEC suggest that there may be the opportunity to achieve greater diversity in funding sources (e.g., non-teaching funds), this might include sources such as: Research activities Private sector entities and businesses Foundations and organisations that support education or innovation Rental and service provision of facilities (e.g., classrooms) Provision of educational services to businesses.

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

Answer of HEI:

We highly appreciate the comments and suggestions of the EEC. In response, the College has taken concrete steps to enhance its IT systems and administrative efficiency. The Chairman has approved investment in an automated administrative software platform to streamline operations, reduce manual processes, and improve service delivery across all campuses. Additionally, it has been decided that smart boards would be installed in all branched so as to improve teaching, learning, and interactive engagement.

Moreover, the College recognizes the opportunities to expand and increase its revenue beyond tuition fees. For example, we provide educational services to businesses in the form of seminars or/and professional workshops, also since we are an approved vocational centre (HRDA) we organise seminars such as “First Aid at work”, “Barbering” etc. Furthermore, we rent out our facilities (e.g. classroom) for external examinations i.e. VICTVS. We are also looking to make collaborations with foundations and organizations that support education or innovation. In other words, these initiatives will strengthen the College’s financial sustainability while supporting its educational mission and capacity for innovation.

E. Conclusions and Final Remarks

We are proud that the EEC observed a competent and coherent educational institution and we quote, “which has robust and secure processes in place to support good quality programmes. Clear evidence of compliance was provided or observed across all areas of activity”. The EEC has also pointed out the important role the College plays in its local community.

Thus, we have answered fully on all major areas and recommendations that the EEC has raised. The EEC’s recommendations were as followed:

- The College should consider reviewing its mission statement and associated strategic plan. **See Institution’s Academic Profile and Orientation**
- The College should review its strategy for research and development. **See Research Strategy**
- The College should establish a designated the role of Ethics Officer. **See Quality Assurance - 2.1.4.2 Research Strategy Guide.**
- The College should explore whether there are net benefits to be gained through further levels of integration across the four CDA Colleges. **See Student welfare services & Learning and Teaching**
- The College should seek to increase the opportunities it supports to foster interaction for academic and social benefits among students from the four CDA Colleges. **See Student welfare services**
- Additional recommendations regarding Building Facilities, Student Welfare Services and Infrastructure are included within Section C. **See Building facilities**

The College is committed to fully exploiting on the opportunity to celebrate its Golden Anniversary next year. Not only our Golden Anniversary is a milestone in honoring the history and the successful journey through the educational field of Cyprus but also it is a strategic occasion to reinforce our identity, mission and vision for the future. Organizing and planning has already commenced. Our golden celebratory initiatives intend to highlight the College’s achievements and strengthen its brand name nationally and internationally as well as reassure the engagement of current students, alumni, faculty, staff, and community partners.

The Golden Anniversary will serve as a platform to showcase the College’s distinctive contributions to higher education in Cyprus, its supportive academic community, and its role in fostering inclusivity and innovation. When time is right, all decisions, events, and activities will be announced and published on the College’s official channels, including its social media platforms, ensuring broad participation and recognition.

G. Higher Education Institution Academic Representatives

Όνομα	Θέση	Υπογραφή
Δρ. Παύλος Παναγή	Γενικός Διευθυντής, Υπεύθυνος Προγράμματος ICT & Πρόεδρος Εσωτερικής Επιτροπής Ποιότητας ΕΕΠ	
Δρ. Ανδρέας Τοφαρής	Υπεύθυνος Ερευνητικού Κέντρου «Αριστοτέλης», Μέλος ΕΕΠ	
Κος. Ευστάθιος Μιχαήλ	Γενικός Διευθυντής Κολεγίου CDA Πάφος, Μέλος ΕΕΠ	
Κα. Αθηνά Κολιανδρή	Διευθύντρια Διεθνών Σχέσεων, Μέλος ΕΕΠ	
Κα. Κατερίνα Κυριακίδου	Διευθύντρια Κολεγίου CDA Λευκωσία, Μέλος ΕΕΠ	

Date: 22/09/2025

Attachment 1



RESEARCH STRATEGY

1. Introduction

The CDA College recognizes the importance of research and innovation in the modern and constantly changing environment, and despite the difficulties it faces due to the particular conditions that govern its operation, it makes a substantial effort to establish research and development and cultivate a research culture.

The Research Strategy at the Aristotle Research Centre aims, through a set of organized actions, to strengthen and improve the quality of the CDA College's research activities and to make the best use of the research results produced. Through the research activities, the acquisition of new knowledge and its utilization for the benefit of the society, the development and promotion of the academic character and the social role of the College are essentially brought out.

2. Aristotle Research Centre

The CDA College Aristotle Research Centre is located at the main premises of the CDA College main office in Nicosia and comprises the library and the computer lab which is equipped with the SPSS software. The infrastructure and equipment of the Research Centre are available to the CDA College students and Faculty in order for them to carry out their research activities as well as for research activities that may be carried out in cooperation with other educational institutions and entities.

3. Research Committee

The Research Committee was established in October 2020 and is the CDA College's competent body for the management of research and other research related activities. The Aristotle Research Center Manager, members of the faculty and external stakeholders of the college constitute the Committee. New members may be added to the Committee as necessary.

Set Procedures

- **Application process:** Researchers must submit proposals before starting projects.
- **Review process:** Decide whether reviews will be full board meetings or delegated to subcommittees for low-risk studies.
- **Decision-making:** Typically, by majority vote, with clear records.
- **Confidentiality:** All discussions and documents must be kept private.

4. Research Committee Members

Dr. Andreas Tofaris (Head of Aristotle Research Center)

Two Faculty Members

Other experts that will be invited to participate in the Committee on an ad-hoc basis

4.1 Duties/Responsibilities of the Research Committee

The Committee ensures that the research policy is developed and implemented and that the research objectives are effectively achieved. The responsibilities of the Research Committee include:

- ☐ The quality assurance and excellence in research activities
- ☐ The sustainable operation of research infrastructures
- ☐ The securing, approval, acceptance, allocation of funds for the implementation of research activities
- ☐ The report on the implementation of the research policy
- ☐ Providing incentives to academic staff and students to participate in research activities
- ☐ The dissemination and utilization of research results

5. Research Policy

The research policy of the College, with a focus on ensuring transparency and ethics in research, aims on strengthening and upgrading the quality of the college's research activities and on improving the degree of connection between research and teaching, society and the productive sectors.

Specific Objectives

- ☐ Searching for research funding sources
- ☐ Upgrading and modernising research infrastructures
- ☐ Participation in funded research programmes
- ☐ Participation in international and local networks with other educational institutions/research organisations
- ☐ Dissemination of research results
- ☐ Rewarding important research activities
- ☐ Linking research and teaching
- ☐ Collaboration with local entities to carry out research activities
- ☐ Providing independent/specialised consultancy/research services to local private and public entities

5.1 Regulations and procedures of the research activities

At this stage, the research conducted by the students while preparing their Dissertation constitutes the main research activity carried out at the CDA College. In addition, the Teaching Staff (TS) may assign to students' smaller scale research work within the context of the course they teach. Supervision of the

Dissertations and thus guidance for the research is assigned to members of the Academic Staff (AS). The Supervisors are selected based on their field of studies and their research interests. A possible recommendation by the AS to collaborate with students to investigate a topic of common interest is also taken into account. Following the assignment of Supervisors, students are informed of the approval of their Proposal and their Supervisor's contact details, as well as of the schedule for submitting their deliverables. Within the framework of improving quality, the CDA College has introduced a process for monitoring the progress as regards the preparation of the Dissertation and prepared the [Dissertation Guide](#). The Guide is sent to all students and is also available on the CDA's E-Learning Platform. According to the above-mentioned process students are required to meet at least three times with their Supervisor. Students are also required to submit the [Progress Report](#) through the CDA College E-Learning Platform on specific dates.

5.2 Ethics Committee

Scope of the College's Research Ethics Committee

- The guiding principle for the CDA College's decisions is the protection of research participants' human rights. The primary purpose behind this principle is to ensure that no research project is permitted to override or outweigh the health, care, dignity, human rights and well-being of the participant. Researchers, in the presentation of their project proposals, must address issues of ethics and sensitivity of participants and information, and provide adequate guarantees in relation to these issues.
- To provide advice on the ethical implications of the proposed research.
- To monitor research carried out is in line with the college's ethics and principals in research

The purpose of CDA College EC is also to contribute to the protection of researchers and the CDA College from risks emanating from the conduct of research. It does not contradict, but it is helpful towards the application process to the Cyprus National Bioethics Committee, should this be needed.

Main Responsibilities

1. Reviewing Research Proposals

- Making sure studies involving humans (and sometimes animals) respect ethical principles like informed consent, privacy, and minimizing harm.

- Checking that risks are reasonable compared to potential benefits.
- 2. Ensuring Legal & Regulatory Compliance**
 - Making sure projects follow national laws, university policies, and international standards (e.g., Helsinki Declaration for medical research).
 - 3. Safeguarding Participants**
 - Protecting vulnerable groups (e.g., children, patients, marginalized communities) from exploitation or harm.
 - 4. Promoting Academic Integrity**
 - Preventing misconduct such as plagiarism, data fabrication, or conflicts of interest.
 - 5. Providing Ethical Guidance**
 - Advising researchers, students, and faculty on handling sensitive issues (e.g., privacy in digital research, AI ethics, environmental impact).
 - 6. Monitoring Approved Projects**
 - Following up on long-term studies to ensure ongoing compliance.
 - 7. Training and Awareness**
 - Running workshops or courses to help staff and students understand research ethics.

5.3 Ethics and Code of Conduct

The students and the AS of the CDA College are required to carry out research activities respecting the principles and standards related to the issues of ethics and applying the respective national and European legislations.

The main principles that should govern the behaviour of students and staff involved in research activities are professionalism, integrity, accountability and respect for human rights, human dignity and diversity. Particular attention is required on issues such as the informed consent of those involved in research, the protection of personal data and, where necessary, securing all necessary approvals from the competent bodies such as the Bioethics Committee.

Membership of the CDA College Research Ethics Committee

- One faculty member from each CDA College Program from different disciplines (science, humanities, social sciences, etc.).
- One representative from the Aristoteles Research Centre (for Research and other proposals)
- **Legal/Ethics Expert** – someone trained in law, bioethics, or philosophy.

- Other experts that will be invited to participate in the Committee on an ad-hoc basis (a non-academic member to represent the public interest.).

Ethics Committee Members

Dr. Pavlos Panayi

Dr. Andreas Tofaris

Dr. Gregoris Demetriou

(External Expert depending on the proposed project)

5.4 Protection and use of Intellectual Property

The research activities should be carried out in accordance with the provisions of the Right of Intellectual Property Law 59/76, as amended or replaced. Those involved in research activity, in addition to safeguarding their rights, must take into account and not infringe the intellectual property rights of third parties.

Intellectual property or Copyright is defined as the exclusive rights of a creator in their original work. Such rights are granted by Law for a certain period of time to prevent third parties from using the works without the creator's/author's permission. The Right of Intellectual Property Law 59/76 of the Republic of Cyprus protects the Cypriot citizens for their works published anywhere and citizens of foreign countries for their works published in Cyprus. Only the copyright owners have the exclusive right to reproduce, translate and offer their works to the public. Any person violating the rights of the copyright owners is subject to compensation and other penalties under the Law.

5.5 Linking research to teaching

Acknowledging the benefits of connecting research activity with teaching, the CDA College is constantly searching for ways so that the results of research are utilized in the best possible way for the benefit of teaching.

Through the participation of the academic staff in the research process, questions arise, their professional development is enhanced and their contribution to the educational process becomes more substantial and qualitative.

The academic staff, in addition to participating in research activities, are informed about the results of research that falls within their field of study and/or their teaching field and transfer the knowledge to the students. Every form of involvement with research contributes to the creation of a research culture which

in turn helps to effectively link research and teaching. Examples of research involvement include:

- Conducting academic research to support teaching and the work/activities of the Institute
- Students' training in the research process
- Participation of the students in research projects

5.6 Transfer of Know-how to Social, Cultural, Productive Entities

The CDA College is in contact with the local social, cultural and productive entities through the various activities carried out in the course of the College's operation and the achievement of its objectives. The Internship is one of the main factors connecting the CDA College with the productive entities. Students are placed in companies/organizations to gain work experience and develop useful skills. The companies/organizations cooperating with the **CDA College have the opportunity to suggest areas they wish to investigate and/or problems they wish to resolve**. Such issues and problems might be used as the topic of Dissertations which are undertaken by the CDA College students for the successful completion of their studies. In addition to the specific issues and problems mentioned above, the research carried out as part of the students' Dissertations may lead to results and conclusions which might be of interest to the local social, cultural and productive entities. **The CDA College transfers the results and conclusions to the stakeholders through publications, announcements in the Press and on social networks, presentations and other events.**

