Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**

  C.D.A College

- **Town:** Nicosia, Limassol, Larnaca, Paphos
- **School/Faculty (if applicable):**
- **Department/ Sector:**

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

  In Greek:

  Προπαρασκευαστικό Πρόγραμμα Εκμάθησης της

  Αγγλικής (1 Χρόνος)

  In English:

  English Foundation Course (1 year)

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

- **Programme's status:** New programme

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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A. Introduction
This part includes basic information regarding the onsite visit.

The visit took place on 29th November 2023 via Zoom from 10 AM Cyprus time until 1 PM Cyprus time. In advance, a 86 page application for the accreditation document was shared in addition to links to the virtual tours of the two campuses which included equipment, workshops, IT facilities and classrooms. The institution also shared a document describing the profile of Alexander College and detailed documentations on formal policies of the management of programs, educational quality assurance mechanisms, faculty and student handbooks.

The college was established in 1976. In 1978 the College established new branches in Limassol and Larnaca and in 2014 in Paphos. It has 47 accredited programs including postgraduate studies in business administration, and health and stress management, as well as a variety of undergraduate degree courses in the field of business, management, travel and tourism, and diploma level courses for a range of professions. The three key themes in the mission statement of the college are: access, excellence and quality.

The visit started with a brief introduction of the members of the External Evaluation Committee and the representatives of the college: Dr. Pavlos Panayi, Chairman of EEC / General Director C.D.A, Dr. Andreas Tofaris, Member of the EEC / Director Aristotle research Centre, Mr. Efstathios Michael, General Director C.D.A College Paphos, Mrs. Katerina Kyriakidou, Member of EEC / Director C.D.A Nicosia, Mrs. Athena Koliandri, Member of EEC / Director International Affairs.

This was followed by a presentation by Dr. Pavlos Panayi on internal quality assurance policies. Dr. Panayi summarized the 20 procedures in place for internal teaching quality assurance. The presentation also gave a short overview of implementations of student centered teaching, learning and assessment. The college's undergraduate and postgraduate portfolio was also introduced. The committee then asked some follow-up questions on the availability of public information of internal quality assurance mechanisms. The evaluation committee probed into some of the weaknesses of the SWAT analysis. The principal of the college discussed issues of changing government policies of immigration and the specific geo-political situation of Cyprus but mentioned a long tradition with international markets: Asia and Africa.

Next, the external committee asked questions about promotion criteria and professional development, as well as the qualifications of lecturers managing and teaching on the programme.

Following a 10 minute break, the discussion with the Coordination Committee of the programme began. The institution was represented by Katerina Kyriakidou, General Director and Nicoletta Tziakouri, lecturer. Katerina Kyriakidou gave a short presentation summarizing the English language foundation

programme. In the meeting all lecturers came across as highly committed and professional educators who enjoy working for the college.

The meeting with the administrative staff was started by the introduction of Karolina Kyprianou, Director C.D.A Paphos, describing the work of the Paphos branch of CDA college. She discussed collaboration with student unions, supporting students and improving their learning experience. She gave examples of financial support such as scholarships and support for students with special needs. Councilors are available to help students if they need them and there is also a vibrant alumni association. Next Antigoni Michael, Director of the Limassol College introduced herself and the campus in Limassol. Athena Koliandri, Director International Affairs spoke next. She described how international students are recruited, and then introduced to the campus and the assistance available to international students. Dr. Pavlos Panayi was also present in this session.

The virtual visit session was skipped because the committee watched the videos introducing the college prior to the meeting.

At the exit discussion with the leadership of the college, we shared our first impressions and conclusions on the program based on the discussions and presentations as well as on the paperwork, which will be clarified within the report. We also thanked the college representatives for organizing the virtual visit efficiently and providing us with all the relevant information in a timely manner.

Name	Position	University
Prof. Judit Kormos	Chair	Lancaster University
Prof. Kata Wein Csizér	Member	Eötvös Loránd University
Prof. Miroslaw Pawlak	Member	Adam Mickiewicz University
Panagiota Retsa	Student member	University of Cyprus
Name	Position	University

B. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) sub-areas
    (b) standards which are relevant to the European Standards and Guidelines (ESG)
    (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 **Design, approval, on-going monitoring and review**

1.3 *Standards*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and*

maintenance, through teaching, learning and research, of a broad, advanced knowledge base)

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

1.4 Public information

Standards

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

1.5 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*

- o *student progression, success and drop-out rates*
- o *students' satisfaction with their programmes*
- o *learning resources and student support available*
- o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*

- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*

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- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

Based on the analysis of the documentation submitted by C.D.A. College as well as the meetings with the representatives of the institution held during the online visit, the following observations were made:

1. C.D.A. College has established extremely comprehensive, formal and transparent mechanisms for quality assurance which are implemented and supervised by the Internal Quality Assurance Committee (IQAC) in cooperation with the Academic Committee. The IQAC is a permanent body within the organizational structure of the institution and its members are decided by the Board of Governors. The members of the IQAC include: the General Director (Academic Affairs & Administration) (Chairman), three members of the teaching staff, two members with quality assurance knowledge, one representative of the Student's Union and two students (one from bachelor and one from master programs). The Committee meets at least six times a year (but also more often whenever necessary) and has a number of responsibilities regarding the design and review of existing programs of study which are, among others, ensuring adherence to the requirements set by The Cyprus Agency of Quality Assurance and Accreditation in Higher Education, coordinating the preparation of self-evaluation reports related to external accreditations, approving the organization of faculties, institutions, and other academic units, planning, developing and reviewing academic programs, regulating the admissions into programs of study and attendance at such programs and examinations, reviewing, evaluating and recommending changes to the structure of the curriculum for existing programs but also minor changes related to new modules, methods of assessment or examinations. In order to effectively perform these roles, the IQAC employs a number of procedures and tools which include, for example, regular classroom observations, faculty self-evaluations, students' feedback on the faculty, the program of study as well as specific modules, regular meetings with department heads, teaching staff and Student Union representatives, documents related to student evaluation (e.g., tests, quizzes, projects), faculty staff development, surveys among alumni, and evaluations made by external examiners. The IQAC has its equivalents at the department level. There are also a number of standing committees dedicated to specific areas within the institution (e.g. staff development, student affairs, resources) which also play an important role in ensuring quality. Clear and consistent policies are in place when it comes to the development of new programs of study and management of existing ones. These policies are thorough but involvement of external stakeholders (e.g., from the labor market) could be emphasized. Transparent policies have been adopted to prevent academic fraud and to eliminate all instances of intolerance

or discrimination. Policies of quality insurance are publicly available on the CDA College website, where members of specific committees are listed.

2. The program has been designed taking into account the expertise and experiences of the teaching staff employed in C.D.A. College and, importantly, good practices from other contexts and institutions of higher education were taken into account. Based on the analysis of the submitted documentation and meetings with the representatives of the institution, involvement of students or external stakeholders in the design of the programs was limited. While this is understandable given the nature of the foundation program in English, greater involvement of both groups should be ensured once the program starts running. The learning outcomes are explicitly stated for the program – preparing students to take official exams at the B2 level to facilitate admission into programs of study offered by different institutions of higher education in Cyprus. Importantly, the thresholds for different exams are clearly specified (e.g., IELTS, Pearson PET). In line with this goal, the program, which will run on four different campuses, aims to help students: (1) attain proficiency in all language skills: listening, speaking, reading, and writing, (2) develop academic vocabulary and language necessary for Higher Education studies, (3) enhance communication skills for academic and social interactions, (4) gain confidence in participating in class discussions, debates and presenting academic topics, and (5) improve critical thinking and analytical skills through reading and writing tasks. It also pursues the additional goals of providing an orientation to higher education life and academic culture, including academic integrity, research ethics, and time management, as well as developing effective study skills and strategies. The program lasts one academic year and includes one module in each semester: English Language I and English Language II (16 50-minute periods a week for 13 weeks per semester). Although a decision was made to adopt an integrated approach rather than including separate modules for different skills/areas of the target language, careful analysis of the contents shows that the program allows meeting its objectives and enables students to achieve the intended learning outcomes. Some thought should be given, however, to more explicitly highlighting the role of grammar (as used in communication), learner autonomy as well as language learning strategies in the two modules. The program is consistent with developments in society, allowing the development of learners' general competences (e.g., foreign language skills, communication and teamwork, digital literacies). Given the nature of the modules (one per semester), there is no danger of overlap in content while thanks to the expertise and close cooperation among the members of the teaching staff as well as effective coordination and management, consistent implementation across different campuses will be ensured. The program will be subject to monitoring and periodical review, as outlined in 1.1. above, with internal (i.e. administrators, teachers, students) and external (e.g., external examiners) stakeholders taking part in the process.

3. The information about the program will be made public once it has been accredited, as is the case with other programs run by CDA College, where detailed information is provided (e.g., learning outcomes, admissions policies, grading system, academic staff). It is not available at this point.

4. Information for the effective management of the program is not yet collected because the program is not running. However, the comprehensive mechanisms for quality assurance indicate that such

information will be regularly collected and analyzed by the institution, as is the case with the programs that are currently in place.

Strengths

- comprehensive mechanisms of internal quality assurance and a wide variety of tools and procedures employed to implement these policies
- publicly available information about the members of the IQAC and parallel committees at department level
- formal involvement of teaching staff and students in the implementation of the policy for quality assurance·
- effective coordination and management of the program across different sites where it will be implemented
- learning outcomes for the program are clearly stated and a variety of teaching methods will be used
- textbooks in the modules are current and their choice will be subject to review based on students' needs; the cost of recommended coursebooks is taken into account

Areas of improvement and recommendations

- involvement of external stakeholders in the design and review of the programs of study should be emphasized to a greater extent
- limited involvement of students and external stakeholders in the design of the foundation program; steps should be taken to ensure such involvement when the program is running and undergoes periodic review
- language learning strategies and learner autonomy should be foregrounded in all the courses
- the role of grammar should be given more emphasis in the two modules, in particular with respect to using grammar structures in communication

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

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

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

> ### Sub-areas
> **2.2 Process of teaching and learning and student-centred teaching methodology**
> **2.3 Practical training**
> **2.4 Student assessment**

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

You may also consider the following questions:

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

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- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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

The college introduces a one-year, two-course program designed to enhance students' language skills, enabling them to pass appropriate exams for the commencement of their university studies. The teaching methodology appears to be suitable for the intended learning outcomes, emphasizing the integration of skills to ensure a comprehensive and interconnected learning experience.

It has been explained that the teaching staff prioritizes communicative activities, fostering an environment where students actively engage with the language. By emphasizing academic, real-life scenarios, these activities not only enhance language proficiency but also contribute to the development of academic skills. It is reassuring to note that the program places special emphasis on boosting students' self-confidence, recognizing its pivotal role in language acquisition, as well as the role of real-life communication in learning. The explanation provided details how post-COVID measures have been introduced, including recorded classes for students to review and the planned introduction of flipped classroom methods to support autonomous language learning. Individual work is also included in the form of homework activities, highlighting the need for using language outside the classroom.

The consideration of students' language learning autonomy is evident in granting students the freedom to select topics of interest for research. This autonomy is complemented by guidance from tutors who assist students in channeling their interests into meaningful research projects and presentations. Based on discussions with tutors, it is clear that highly student-centered approaches are used in the classroom, with tutors acting as facilitators of the learning process, encouraging autonomous learning.

The coordinating committee members explained the active use of the Moodle platform in teaching and learning, coupled with consistent use of 21st-century technology in the classroom, allowing students to complete complex project work. Various skills-based activities highlight students' language learning autonomy, emphasizing how these strategies can be applied to in-class learning. The courses also include aspects of orientation to higher education life, as well as social and academic acculturation. The flexibility of courses is evident in both content and catering to students' interests, as well as the inclusion of differentiation in classroom learning. Needs analysis is conducted at the beginning of courses, and extra

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materials are prepared for both strong and weak students, with mixed-group approaches used in the classroom.

It is commendable that student faculty evaluation forms are included in the assessment of courses, ensuring the high quality of the courses. In terms of assessment, various policies and procedures are in place, including Quality Assurance Committee control measures. The assessment process appears to be appropriate, transparent, objective, and supportive of learner development. Tutors use a variety of forms for continuous in-class assessment, tailored to the needs of the cohort and compiled collaboratively. Mock exams are offered at the end of each term, and students have the opportunity to select the external exam they wish to take at the end of the year, with tutors providing recommendations based on individual strengths. The allowance for multiple exam retakes encourages a meaningful learning process.

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

1. Skills are taught in an integrated way and students interests are taken into account
2. Detailed quality assurance processes are developed and implemented.
3. Tutors showed great strength in terms of methodology training.
4. Students receive an orientation to Higher Education life and academic culture, including academic integrity, research ethics, and time management.
5. CDA College ensures that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. CDA College consistently applied pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

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

1. Both classroom observation form and student's faculty evaluation form could include information about differentiation, students' active role in learning processes as well as technology used in the classroom.
2. We feel that classroom learning could include more emphasis on teaching students how to use language learning strategies in effective ways.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

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

3.1 **Teaching staff recruitment and development**

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 **Synergies of teaching and research**

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

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

The number of the teaching staff is adequate to support the programme of study although the application still has some gaps for lecturers for the proposed modules in the second semester. These positions will probably be filled as the course starts and will also be dependent on student numbers.

The teaching staff status is appropriate to offer a quality programme of study although some teaching staff members e.g. Katerina Kyriakidou does not have formal language teaching qualifications (9 years of teaching experience, B.A English Language and Literature, Master in Leadership and Management). The programme leader, Katerina Kyriakidou, is a senior lecturer in the institution with two postgraduate level qualifications, none of which is in the area of TESOL or Language Education. Another key member is also a senior lecturer, Nicoletta Tziakouri, who does not have a degree in a related field. Relevant teaching

experience and employment at the college make up for this. Three of the lecturers have excellent relevant qualifications in the area of TESOL and applied linguistics. One of them, Niki Christof is working towards her PhD in Linguistics at Lancaster University. In the visit, the college representatives explained that Ms. Kyriakidou and Ms Tziakouri are responsible for managing and directing the program, but the lecturers with relevant TESOL qualifications and are highly experienced. Ms. Kyriakidou was also a PhD candidate in Education for some time which shows commitment to furthering knowledge about theoretical and empirical issues in higher education.

The college has very rigorous mechanisms in providing feedback to teachers through student feedback, peer observation and self-evaluation. This supports the enhancement of their teaching skills. The college has detailed written policies on professional development. External development events and conferences can be attended with approval, and lecturers are supported in taking part in them. Lecturers can also receive support for enrolling into PhD programs in addition to taking the MBA programme of the college.

Promotion criteria are available and promotion is possible after specific years of service, pending on relevant academic qualifications, publications and performance.

Workload is appropriate and the directors of the programme are permanently employed staff members with leadership positions within the college. Lecturers of the course will have relatively secure employment depending of course on the number of the students.

This programme is a foundation course and teaching-research synergies are not fully relevant although several staff members are engaged in research, which has applications for the teaching they do in the college.

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

- The Faculty Classroom Observation procedure conducted once per semester is highly beneficial for enhancing of the teaching quality of the programme and for supporting the professional development of teachers.
- Students' feedback on teaching is sought and is acted upon.
- Peer review and faculty self-evaluation procedures support professional development as well.
- Opportunity to gain an MBA offered by the college.
- Lecturers teaching the modules are highly qualified, including a MA in Computer Asssisted Language Learning, which is highly useful for the application of digital tools in the teaching qualification.
- Staff members participate in Erasmus training events to enhance their professional competence.
- Innovation in teaching methods is clearly encouraged.

Areas of improvement and recommendations

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

The Faculty Selections Procedure document needs updating because it states that the director interviews job applicants. In the visit, we were informed that this is done by a panel. The institution should also include in their application if a staff member is currently a PhD candidate and current CPD experiences (e.g. the Erasmus training that was mentioned in the visit, but was not listed in the documentation)

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

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

> **Sub-areas**
>
>   4.1 **Student admission, processes and criteria**
>   4.2 **Student progression**
>   4.3 **Student recognition**
>   4.4 **Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
    - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

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

Student admission criteria are defined externally.

They include Higher Secondary School leaving Certificate or of an equivalent degree. Proof of English language proficiency such as:

- An average score of at least of 4.0 in the IELTS examination.
- A score of at least 43 in the Pearson PTE Academic examination.
- A score of at least 42 in the TOEFL Internet Based Test (TOEFL iBT).
- A grade of at least E in the IGCSE / GCSE English as a Second language examination.
- Any other English language proficiency examination set by relevant Decisions of the Council of Ministers for entry to this program.

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

- The programme uses a variety of forms of continuous assessment such as (tests, quizzes, listening exercises, speaking, role play, mock exams etc. This allows for the close monitoring of students' progress.
- The mock exam at the end of each semester allows students to see how they have progressed and to what extent they will be able to meet the criteria for B2 level proficiency
- Student welfare services and administrative staff and procedures ensure that students' progression can be monitored closely.
- Students' progression is ensured using a variety of methods and sources.
- Teachers have a close relationship with the students and pay detailed attention to their progress.

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

None

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Not applicable
4.4	Student certification	Not applicable

5. Learning resources and student support *(ESG 1.6)*

<u>**Sub-areas**</u>

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

ΔΙΠΑΕ
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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

CDA College provided the EEC with a comprehensive report of the program and an analytical interview during the online visit. The conclusion of the material and the presentation of the foundation program's goals fully accord with the compliance criteria regarding the Teaching and Learning Resources, the Physical Resources, the Human Support Resources, and the Student Support. Thus, regarding those fields, CDA College absolutely qualifies for the implementation of the program.

Regarding the Teaching and Learning Resources and the Physical Resources, CDA College is genuinely involved in providing their students with a rich learning experience. CDA College is fully equipped with state-of-the-art computers and any other necessary technological devices, such as projectors and screens, to facilitate the academic experience for its teachers and students on all its premises. There is wireless internet and a photocopier in all computer rooms at the students' disposal. The institution provides its well-qualified teachers with material and teaching aids for an effective teaching and learning process. The tutors enrich their teaching process with audiovisual material, podcasts, TED Talks, and educational games. They also provide the students with references for further research before they are asked to present on a topic.

Furthermore, apart from the physical books, the library gives the students access to a satisfactory number of databases and electronic journals. Regarding the physical books used in class, the criteria of their selection concern not only the coverage of the material that will ensure the successful preparation of the students towards the external examinations but also the various socioeconomic statuses of the students. Finally, further involvement of the students with the English language is promoted in Free Activity Days when students have the opportunity to socialize with other students communicating in English and which include extracurricular activities such as excursions, and festivities.

Regarding Human Support Resources and Student Support, CDA College bears a supporting role, respecting, assisting, and supporting their students in a well-rounded manner. Students' accessibility to all the learning resources of the institution is ensured by the College's policy. The Handbook of the College, which includes the institution's policy, and a manual concerning students with disabilities are available on the institution's website. Also, the students are given an email account, allowing them to use all the electronic facilities and access the platform used by CDA College. Moreover, the Moodle Administrator helps or trains both teachers and students on how to use the platform. Moodle platform is a helpful tool for students who can retrieve information regarding recorded lectures and other information such as feedback and midterm grades.

CDA College offers a friendly, student-centered environment that promotes and values the rapport established between the teachers and the students.

In addition, the College has an adequate student support system, which may include providing services by a psychologist, a counselor, a disability support officer or an advocacy officer. CDA College embraces students

with any kind of difficulties or disabilities by assisting them in all possible ways and giving them plenty of access points in order to facilitate their mobility around the premises. Students' complaints are seriously taken into consideration and addressed as soon as possible through a Complaint Management Procedure, rendering this practice advantageous for an excellent collaboration between the students and the College and also ensuring that good relationships and constant improvement are essential factors in its academic environment. Moreover, the Students' Welfare Services have a prominent supportive role and deal, among others, with matters of accessibility and facilitation of students with special abilities or consulting services. Finally, CDA College offers its students financial support in the form of tuition reduction scholarships to students of excellent academic or athletic performance but also to students who are eligible according to specific socioeconomic criteria.

Strengths
Well-qualified teaching staff, supportive Administration, and student-centered environment are among the numerous strengths of the institution.

Areas of improvement and recommendations
None

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes *(ALL ESG)*

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*
    - *reports per semester and feedback from supervisors*
    - *support for writing research papers*
    - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

C. Conclusions and final remarks

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

The EEC concludes that the program under consideration has the potential to deliver quality education of the expected standards that overall complies with the standards of the CYQAA. The visit was well organized and the submitted documentation contained sufficient detail. The EEC was very much impressed by the student-centered teaching, the elaborate quality assurance mechanisms and the expertise and enthusiasm of the teaching staff. The College has wide ranging experience in working with international students and has highly supportive procedures in place to assist their integration in the student community. Lecturers demonstrated a high level of intercultural awareness and the teachers working on the programme are very well equipped with pedagogical tools to ensure that students complete the foundation year successfully.

D. Signatures of the EEC

Name	Signature
Judit Kormos	
Kata Csizér Wein	
Mirosław Pawlak	
Panagiota Retsa	
Click to enter Name	
Click to enter Name	

Date: 30th November 2023