Απάντηση του Ιδρύματος στην Αναβολή Λήψης Απόφασης (ESG 2.3)

Αρ. Φακ.:	07.14.008.003.001	Αξιολόγηση/Πιστοποίηση
		Πρόγραμμα
Πρόγραμμα Σπουδών: **Τίτλος Σπουδών (Διάρκεια, ECTS, Κύκλος Σπουδών)**	Information and Communication Technology (2 academic years, 120 ECTS, Diploma)	
Ίδρυμα:	C.D.A. College Nicosia	

Το Συμβούλιο του Φορέα Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης, κατά την 81η Σύνοδό του, η οποία πραγματοποιήθηκε στις - 18-04-2022, αφού μελέτησε την αίτηση του Ιδρύματος, την έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης (ΕΕΑ), την Απάντηση του ιδρύματος στις παρατηρήσεις της ΕΕΑ αποφάσισε την αναβολή λήψης απόφασης ούτως ώστε να προωθηθεί για Ανατροφοδότηση από την ΕΕΑ για έλεγχο ικανοποίησης ΟΛΩΝ των εισηγήσεων της.

Η απάντηση της ΕΕΑ στάλθηκε στην αρμόδιο λειτουργό **08/06/2022**.

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)			
1.	Currently there is no specific review process of the program, and a strategic plan of development is not clear or publicly available. The program will benefit from a thorough revision and a more focused strategic plan to build upon some strong courses in the curriculum but the synergy with industry and the involvement of students is necessary.	CDA College has a strong Quality Assurance System and Mechanisms which are applied in all 44 accredited programs of study. (Appendix 1). Also, CDA College has prepared a comprehensive strategic plan for the whole institution as per the requirements of the CYQAA and it is included in the General Internal Accreditation Report sent to the Agency in 30/1/2022). (Appendix 2) Additionally, the College has developed a strategic plan, a SWOT analysis and a Feasibility study especially for the ICT programme analysing the market issues of the information technology industry in Cyprus. (Appendices 3 & 4) The institution considered and evaluated the feasibility of the program in comparison with the competition, the potential and opportunities of the ICT programme. During the preparation of the above mentioned procedures, we obviously took into consideration the opinions and suggestions of the students, stakeholders and industry experts. This process is a formal and an integral part of the strategic plan of the College. Please note and take into consideration that the ICT programme at CDA College Limassol (which has the same courses as in Nicosia) was fully accredited by CYQAA in 2020. Nonetheless, as per the suggestions of the External Evaluation Committee (EEC), we proceeded to a comprehensive revision of the curriculum of the ICT program in Nicosia with the addition of some stronger/ innovative courses in synergy with the industry, stakeholders and the involvement of students. (Appendices 5 & 6)	HEI stated that they proceeded to a comprehensive revision of the curriculum of the ICT program in Nicosia with the addition of some stronger/ innovative courses in synergy with the industry, stakeholders and the involvement of students. Appendix 6 lists external stakeholders by name and affiliation, without any elaboration on how their feedback was elicited, on which courses, how this was addressed, and so on. Overall, the HEI stated that they addressed the recommendation of the EEC, but without an explanation of what specifically was done in the revision. Lacking this information, the EEC cannot conclude that **this point has been addressed.**

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
2.	The role of the courses needs to be more strategic in the context of the program in consideration of the current expectations of employers. a) For instance, a module dedicated to mobile app development without the provision of both Android and iOS related curriculum will not advance the knowledge of the student intake. b) Python is introduced, which is an important language that students need for several activities during their studies and for their employability after they graduate. c) Relevant statistics (e.g., number of applicants, student drop-out rate, examination pass rates, etc.) should be communicated in a systematic manner to all related faculty and staff in order to facilitate ongoing monitoring and improvement of the program. Enhance the quality assurance practices by engaging and receiving feedback from international or local industry experts in the related field, in order to assure that the program is enriched with hot topics	The courses are revised/updated taking into consideration the current expectation of employers, students, the industry and as per the EEC suggestions: a) The module COM 400: Introduction to Mobile Applications is revised with the addition of both Android and iOS. (Appendix 7) b) Python is introduced in module COM 110: Introduction to Programming (Python) which is an important language that students need for several activities during their studies and for their employability after they graduate, c) CDA College keeps all relevant statistics for all our programs of study (e.g., number of applicants, student drop-out rate, examination pass rates, etc.) and these are also communicated to all related faculty and staff in order to facilitate ongoing monitoring and improvement of the program. That is why at the end of each academic semester all faculty members should send their Self-Evaluation and suggestions Report where they note down their suggestions/recommendations for the upgrading/improving of their modules and the programme as a whole. Suggestions and recommendations vary from either new bibliography, new IT	The courses are revised/updated based on the comments provided from EEC. CDA College implemented all the EEC suggestions so as to keep the program up to date. **This point has been addressed.**

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3

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
	in the field. This will also contribute to the attractiveness of the program.	equipment, new software or hardware, or updating of the content of a module etc. Apart from the faculty's recommendation, the College and the IEC take into consideration the suggestions and recommendation of the students of each program. There are numerous evaluations forms such as the Student Faculty Evaluation, the Students module and Programme evaluation forms etc. As a result, some strong/ innovative modules are introduced in the ICT programme. (Appendix 5)	
3.	Due to the subject (ICT) and the constant renewal of the needs from the industry, it is important to keep the study program up to date and perform those updates in a reasonable period of time (e.g., from one school year to another and not 2 or 3 years). A large amount of courses is focusing on how to use mainstream digital technologies (e.g., Microsoft products). Such a competence is relevant for an ICT study program, nevertheless this needs to be reduced to a course or two max (since most of these skills are acquired in pre-college education anyway) and allow space for courses	Due to the subject (ICT) and the constant renewal of the needs from the industry, CDA College implemented all the EEC suggestions so as to keep the program up to date as follows: (Appendix 5)	**This point has been addressed.**

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4

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
	Specifically: a) The course Introduction to Multimedia can go beyond the use of tools such as photoshop and dreamweaver. One can introduce modern multimedia standards and formats, working with HTM5/JS, 2Ds, animations, sampling and quantization and image processing. Flash is outdated. b) Management and Information Systems looks more like a Management of Information Systems course. The scope should be clarified. c) Introduction to Java Programming. The EEC suggests that Introduction to Object Oriented Programming is a better name, and it is fine to use Java. However, more than 4 ECTS should correspond to such an important course. Especially considering that 6 ECTS correspond to MS Office (i.e., Introduction To Computer Applications).	a) The course Introduction to Multimedia is renamed/revised with COM 200: Web Programming I with the addition of HTM5/JS, 2Ds, animations, sampling and quantization and image processing. (Appendix 8) b) Management and Information Systems is replaced with COM 240: PC Maintenance and Repair I (Appendix 9) c) Introduction to Java Programming is renamed to COM 315: Object Oriented Programming using Java with 6 ECTS. (Appendix 10)	

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	d) Visual Programming is block-based programming (e.g., Scratch) not visual basic. So the name needs to be aligned with the content, since the name is misleading. Also, if the employees need skills in visual basic one can keep it, otherwise the EEC advises to update it to something that is more useful in today's IT (e.g., build on the top of previous courses and use JS, Python, Java), to introduce students to more advanced SW skills. e) Internet Technologies & Web Design: Flash is obsolete, HTML5 will work better. Also Introducing frameworks may help students.	d) Visual Programming is revised/renamed to COM 323: Visual Studio.NET (C#) (Appendix 11) e) Internet Technologies & Web Design renamed/revised with COM 300: Web Programming II (Appendix 12) f) Introduction to Computing - Renamed/Revised with COM 120: Human Computer Interaction (Appendix 13) g) Introduction to Computer Systems – Renamed/Revised with COM210 Operating Systems Management (Appendix 14) h) Communication and Networks – Renamed/Revised with COM 211: Network Management (Appendix 15) i) User Support – Renamed/Revised with COM 312: PC Maintenance and Repair II (Appendix 16)	

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6

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
		j) Network Design and Support - Renamed/Revised with COM 423: Systems Network Administration (Appendix 17) k) E-Business - Renamed/Revised with COM 444: Content Management system (Appendix 18) l) Final project – replaced with COM 421: Database Management (Appendix 19) m) Also the addition of three (3) innovative elective courses. (Appendices 31-33)	
4.	Three weaknesses in the composition and operation of the Internal Quality Assurance committee are that: 1) the student member is selected by faculty members according to academic performance, instead of the student member being elected by the student body directly and independently of academic performance; 2) there is no permanent and compulsory representation from external stakeholders, such as industry or technical bodies in the area of the program;	1) As per the suggestion of EEC, the College's Internal Evaluation Committee (IEC) decided that from now on, the student representative will be selected directly by the students' union and independently of academic performance. 2) The College has a permanent policy of representation from external stakeholders and we have formal agreements with external stakeholders, such as industry or technical bodies so as to support the good operation and development of the program. These stakeholders and industry professionals are invited as guest lecturers to provide their practical and technical experience of the industry. Additionally, the College has close links with the industry and Society so as to get their suggestions and recommendations and improve the design and evolution of the program as per the market needs. (Appendix 6)	**This point has been addressed.** The HEI has formal agreements with external stakeholders. The College's Internal Evaluation Committee (IEC) decided on agreements with external stakeholders, such as industry or technical bodies so as to support the good operation and development of the program. However the EEC has requested that in order to meet the CYQAA standards, external stakeholders

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			should be part of the Quality Assurance process in a structured way. It is advised to have the industry representative in the curriculum review T&L committee and revise modules regularly as well as external examiner. There is no evidence of this having been done. **This point has been partially addressed.**
	3) Information flows into the committee (in the form of meetings minutes, or questionnaire results, for instance), but this information is not wholly aggregated and made directly publicly available.	3) All the information gathered at the College such as meeting minutes or faculty members or students' suggestions/ recommendations are of course not publicly available. This information is gathered by the College so as to improve/ upgrade the processes of the College and then to be publicly disposed. This is a policy that all higher institutions in Cyprus are implementing. However, the College regarding the policy of public information and information management, as a part of our commitment to openness and transparency, the College publishes a range of information that is available to the public, parents and the students. All educational information is disclosed to the public through various printed and electronic means such as: • The College's Prospectus, • the College Web site https://www.cdacollege.ac.cy/	The point about communicating information in an open way has been addressed.

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		• the publication of all the programs details, criteria, content etc., learning objectives, Lecturers • Students can have more information through the College e-platform "Moodle" https://cda.college/login/index.php • Also the students can get further information on courses through the Course Outline during the first week of each semester. • International Studies guide and Alumni information etc. Additionally, more detailed formal information is provided to students such as: • Admissions procedures and requirements for all programmes of study • Access to disabled students and facilities at the College • Policies, regulations and guidance regarding Examinations, Assessment and Awards, • Policy on marking and grading for all the programmes of study • Complaints and appeals • Learning resources and student support • Feedback from graduates on their employment and/or continuation of studies	
	▪ In addition, the EEC has found no evidence of strong initiatives to clearly guard against any form of discrimination or intolerance. There	▪ Concerning discrimination or intolerance policies, CDA College has strong initiatives to clearly guard against any form of discrimination or intolerance and all of our policies against discrimination are seriously taken by all CDA College staff. The total number of students at the College is 60% foreign and 40%	The remaining points refer to the bullet points listed after 4.3 in the HEI response. **The first bullet point (discrimination) has been addressed.**

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
	are policies against discrimination and intolerance in place, but it is not clear how seriously they are taken, for the following reason: when the EEC requested statistics on student numbers, split by gender, the college representatives confirmed that they will provide statistics on male and female students. When the EEC pointed out that there should also be a third category with respect to gender, the college representatives found that amusing. They agreed to provide these statistics, but their reaction to non-binary gender identification was not in agreement with the policy of zero tolerance to any form of discrimination and intolerance. Policies should not exist only on paper, they should be implemented.	domestic students. Historically the College has developed discrimination policies and we have very good relations with all our foreign students. Specifically, in order to reinforce these relations, we developed an office for International Affairs so as to be closer to the foreign students and provide immediate solutions and support to their problems. The College has also policies against discrimination and intolerance in place and they are taken very seriously. According to our statistics there were only two (2) genders. All Cyprus Government official documentations refer only to two (2) genders so as all College documentation since we are officially advised otherwise. We strictly condemn that we were found it amusing – as per the EEC comments – that there should be a third category with respect to gender. (Appendices 20 & 21)	
	▪ Regarding specifically the design and regular revision of this program, external stakeholders are not formally and necessarily involved.	▪ The College has a formal policy and Committee concerning the design and revision of the ICT program. Every five (5) years the program has a lot of amendments due to the reaccreditation process by the CYQAA, however due to the evolution on the ICT industry the programme has also several revisions on the	**The second bullet point** (program revision) states that the HEI has a revision process that involves external stakeholders. It is not clear if this is now a new practice, or if the HEI states that

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

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Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
	On the basis of the discussions that the EEC had with college representatives, it seems that external stakeholders can be involved in the design and/or revision of the program in an ad hoc way. This practice should be amended. The involvement of relevant external stakeholders should be formal, proactive and regular. ▪ It is not clear to what extent the program is periodically reviewed to take into account the student workload and needs. This is motivated by the observation that all five students of the program that the EEC met said that they were enrolled in this program on a full time basis while also being full time employed at the police force. Furthermore, they informed the EEC that all other students of this program in their year are also full time employed at the police force. This program is only offered full time and corresponds to 120 ECTS split over two years. One	modules as per the recommendations of the immediate lecturers, the stakeholders and students. The College has a formal policy for reviewing the program of study and a list of external stakeholders, and industry professionals in the IT area so as to support the good operation and development of the program. Additionally, the College has close links with the industry and society so as to get their suggestions and recommendations to improve the design, the curriculum and evolution of the program as per the market needs. (Appendices 6 & 22) ▪ The ICT program is periodically reviewed every academic semester due to the fact that the ICT industry is changing rapidly. Of course the students' workload is taken into consideration based on the ECTS system. The ECTS system is applied in all the College programmes of study (44 programs) since 2008. ▪ This semester all students of the ICT program are full time employed, however, as per the European standards on average, a full-time employee in the EU works 37 hours per week (main job). 37x14weeks= 518 hours for a semester. ▪ The total student workload in EU for a 14-week semester is 30 ECTS x 14 weeks = 750 hrs workload per semester. ▪ A year of full-time studies at College level is generally worth 60 ECTS credits, and defined as equal to 1,500-1,800 hours of study work. This means 1 ECTS is equal to between 25 to 30 hours; ▪ Which means that a 2 years' program of 120 ECTS, 60 ECTS@ 1 year = 60x25= 1,500 hours workload per academic year (14 weeks).	this has always been like this. This is not what the EEC observed during the remote onsite visit. It **is not clear to the EEC** if any actual revision was done on this point. **The third bullet point (student work hours in the program design) is not addressed.** The program should be revised to take into account the student workload and needs. If the target student body is already in employment, the program could be offered on a part-time basis. Full time employment and full time studies is not feasible: Since 6 April 2017, 'week' has been defined in the Immigration Rules as "a period of 7 days beginning with a Monday". **It is essential that you work no more than 20 hours (or 10 hours for certain programmes) in any seven-day period starting on a Monday. This point has not been addressed.**

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11

Αρ.	EEC REPORT	ΑΠΑΝΤΗΣΕΙΣ/ΔΙΕΥΚΡΙΝΗΣΕΙΣ / ΕΝΕΡΓΕΙΕΣ ΙΔΡΥΜΑΤΟΣ	EEC FEEDBACK REPORT
	ECTS corresponds to 27-28 hours of workload for a student. This means that, in a year, students need to work on this program for 60 ECTS, which corresponds to approximately 1650 hours. The total amount of full time work hours in the EU per year is approximately 2000. This clearly shows that a person who is in full time employment cannot possibly dedicate the hours corresponding to the ECTS of this diploma, according to EU labour provisions. This has worked out so far for the current students mainly because of the following two reasons: a. Even though this program is conventional, not a blended or distance learning program of study, lectures are offered to students in the form of videos that students can watch any time. This mode of teaching was observed by the EEC at a time when there were no restrictions prohibiting physical lectures due to COVID-19.	▪ So the current working students, work 518 hrs for 14 weeks and they also have approximately 1,500 studying hours. ▪ Finally, EU specifies the maximum studying hrs (work load hrs up to 1800 hrs) but it doesn't specify whether it's a working student or not. This is up to the students whether they will work or not. If they do not have the financial ease, then they should work so as to complete their studies and fulfil their future career dreams. ▪ EU does not specify that a working student should not study because he/she has a full time employment. a. The ICT program is conventional, however due to the pandemic COVID19, the CYQAA agency set instructions for all the higher institutions in Cyprus to offer online learning. The lectures were offered by distance learning, however as per the instructions of CYQAA we also offer blended learning. One week the students are taught the theory of the module by distance learning and the next week the students come into the College for the practical part of the module. In distance learning the ICT lecturers were applying various methods of teaching using PowerPoint presentations and short videos, moreover, all the lectures are recorded on our Moodle e-platform so the students can watch them any time.	

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	b. The curriculum of several courses was found to be too light compared to the ECTS of those courses. This practically means that students have a much lighter workload than what they should have, which impacts negatively their learning outcomes. Examples of courses with light curricula: ▪ The compulsory course "Business English" has a very light curriculum, considering that it is worth 4 ECTS, and also considering the English language qualifications that students must have in order to be admitted to this program. ▪ The compulsory course "Introduction to Computer Applications" has a very light curriculum, considering that it is worth 6 ECTS. This is a course on how to use MS Windows and MS office	b. As per the EEC suggestions, the following courses were modified: ▪ The course "Business English" is revised (Appendix 23) ▪ The course "Introduction to Computer Applications" is revised/renamed to COM100 Introduction to Information Technology. (Appendix 24)	

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	(Word, powerpoint, excel, publisher, …). These are very basic skills that are routinely taught by the end of a student's secondary education.
	
	▪ The program should be revised to take into account the student workload and needs. If the target student body is already in employment, the program could be offered on a part-time basis.
		▪ As per the suggestion of the EEC, the ICT program is thoroughly revised taken into consideration the lecturers, the stakeholders, the industry and the student workload and needs. Additionally, it's up to the students whether they will register on a full time or a part time basis. The College offers both modes of study to choose. As specified in our Feasibility study (Appendix 3, the target market of the program is:
		  o National and international graduate students from secondary education
		  o Persons holders of a secondary education diploma wishing to get ICT diploma and be ICT technicians
		
		Furthermore, the College doesn't discriminate between working or not working students. The programme is designed so that the registered students to choose their own method of study whether full/time or part/time, this is up to the decision of the students. The College provide both forms of study full time or part time. The past two years due to Covid 19 pandemic the theoretical courses were offered through distance learning methods as per the instructions given by the CYQAA.	

2. Student - centred learning, teaching and assessment (ESG 1.3)		
5.	The program lacks strong ICT practical and theoretical knowledge and the training in ICT through internships should be emphasized. Formal advisory board for the curriculum review should be in place to provide feedback to update the curriculum to the international standards and inclusion of industry representatives should be mandatory.	As per the revised ICT program, the students have a lot of practice in the program, out of the twenty-four (24) modules, the fifteen (15) modules are practical which is the 62.5% of the whole program. Furthermore, as we have already said to the EEC, due to Cyprus regulation, foreign students cannot be placed in internship programs in Cyprus that's why they have a lot of practical modules in the whole program and visits from industry professionals. Moreover, as we said earlier in 1.3, the program is thoroughly revised with the addition of some strong/innovative modules as per the international standards and the presence of industry representatives. (Appendix 5)	The program is revised. This point has been addressed.
6.	Rigorous internal reporting in terms of the pipeline year on year of students graduating. This reporting should include the students progression to industry and academia after the graduation or the advancement of their current career. Teaching methods are	CDA College keeps the Alumni statistics reports and are updated every academic semester after the graduation of the students. In the Alumni statistics the College keeps reports on students after their graduation and their advancement of their business career.

Additionally, the faculty staff teaching methods are modern, effective and support the use of modern educational technologies | Internal reporting in terms of the pipeline year on year is adequately planned. However, there are no details of any revision on the tools and materials that the EEC pointed out. What tool and material was actually revised? Without an explanation, this point cannot be considered as addressed. |

	modern, effective, support the use of modern educational technologies but the tools and material used need to be updated.	and we upgrade the tools and material used at the end of each semester.	
7.	The EEC recommends that the college should purchase more equipment regarding networking.	The College upgrades the networking equipment every two years after the suggestions/ recommendations of the immediate IT lecturers. However, the College is fully equipped with all the networking equipment. The Head of the program who is also teaching the networking courses he was never asked by the EEC about this equipment. The College has all the necessary networking equipment such as: switches and intelligence switches, modems, routers/Cisco routers, transceivers wireless access points, etc. (Appendix 25)	The College has all the necessary networking equipment such as: switches and intelligence switches, modems, routers/Cisco routers, transceivers, wireless access points, etc.
8.	Overall, the process of teaching and learning does not fully support the students' social development, because the needs of the current students (being full time employed in the police force while also being full time enrolled in this program) are not explicitly taken into account in a structured way. It seems that students are left to their own devices to find the hours to do the work. The student needs should be part of the design of this program.	The College teaching and learning policy is as per the EU ESG 1.3 where it fully supports the students' needs and social development and it's always a part of the design and development process of the program. The teaching staff applies innovative teaching methods and continuously get feedback from student learning. Whether they have certain weaknesses or gaps and the teachers always try to fulfil these gaps with additional revisions, exercises or practice. Moreover, the College has a structural and formal process of teaching and learning which fully support the students' social development and needs as per the EU strategic policy through the Application of Student-centered Learning, Teaching and Assessment policy (ESG1.3) with the following formal processes: - Organization of the educational process - Adequate learning resources are available to students - Academic mentoring - Policy for regular communication with students - Teaching staff provide effective feedback	Overall, the process of teaching and learning does not fully support the students' social development, because the needs of the current students (being full time employed in the police force while also being full time enrolled in this program) are not explicitly taken into account in a structured way. It seems that students are left to their own devices to find the hours to do the work. The student needs should be part of the design of this program. This point has not been addressed.

		▪ Control mechanisms for students' performance ▪ Support students with disabilities ▪ Effective plagiarism system ▪ Innovative teaching methods ▪ Latest teaching material	
9.	Teaching staff are willing to offer flexible forms of teaching delivery, for instance alternating theory with practical sessions weekly, or recording videos of lectures and making their telephone numbers available to students who wish to ask questions. However, the EEC found that staff was allowed to begin teaching without any compulsory prerequisites of prior pedagogical training. Seminars are available to the teaching staff, but they are not compulsory. Teaching staff also occasionally receives emails from the college administration with advice on how to improve their teaching. These are all good initiatives in the right direction, but they are not sufficient. A minimum form of basic pedagogical training should be compulsory to all new staff before they begin teaching. There is a need for this. The video lectures that the EEC watched were not engaging and showed no use of pedagogical tools.	All seven (7) teaching members of the ICT programme, have very good academic qualifications and extensive teaching and pedagogical training. They all have more than ten (10) years of teaching experience in the higher education, not only at CDA College but also in other higher educational institutions. Every year they attend seminars of their specialization. Due to Covid19 pandemic they were using the distance learning method and in order to improve their e-teaching they attended seminars on how to offer an attractive distance teaching and online teaching techniques. (Appendix 26)	There is no explanation of what practice was revised to address the pedagogical training of staff. The HEI's reply reiterated the teaching credentials of the current staff, not the HEI's processes for training staff, their plans in that direction. This point has not been addressed.

10.	Overall, assessment is appropriate, however all grades should be accompanied by written feedback that makes it clear why the specific grade was awarded and that supports the students in learning what their mistakes were and how they could be rectified. This should be standard practice for all courses and all forms of homework or examination.	In teaching at the College, there is a standard practice in all modules and in all forms of homework or examination where all the teaching staff after a written exercise or practice or examination they provide feedback to students notifying their weaknesses and gaps and make it clear to students why the specific grade was awarded. Then the lecturers provide revision, solutions and support to students on how to correct their mistakes.	This point has been addressed.

Teaching staff (ESG 1.5)			
11.	It is clear that evaluation mechanisms exist and that teachers take into account the feedback from the students. However, it is not clear what procedures are followed for quality improvement, in case the feedback indicates so or there is	The College has a comprehensive evaluation strategy with a plethora of mechanisms and procedures for assuring the students learning and the quality of the program. In addition, all members of the academic staff participate in the quality assurance system with clear responsibilities and procedures. At the end of the academic year all lecturers study their curricula thoroughly and provide their suggestions on updating the content of their lessons, the new version	Compliant

	a room for improvement into the teaching practices.	of manuals, websites and magazines related to their subject matter. They all apply a lot of innovative Teaching methods and assessment mechanisms. Additionally, all the teaching members provide full feedback to students and support students how to rectify their mistakes. (Appendix 27)	
12.	The college also tries to improve the teaching skills of the teaching staff through activities such as optional seminars and emails with advice, for instance. These efforts are appreciated. As pointed out in the previous section, such efforts should be structured in a more formal way and be made compulsory to new or inexperienced teachers, in order to ensure that no staff begins teaching without a minimum of pedagogical training.	All seven (7) teaching members of the ICT programme, they have very good academic qualifications and extensive teaching and pedagogical training. They all have more than ten (10) years of teaching experience in the higher education and every year they attend seminars of their specialization. Due to Covid19 pandemic they were using the distance learning method and in order to improve their teaching they attended seminars on how to offer an attractive distance teaching and online teaching techniques. (Appendix 27) The comments of the EEC are very positive and the **3rd section Teaching Staff** is evaluated as Fully Compliant by the EEC.	Compliant

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

13.	The panel recommends the development of an action plan to help increase the number of applicants and of enrolled students over the next few years. Some initiatives could be devised to help attract more female applicants. Examples of such initiatives include: 1) using the current/alumni female	The College has developed an Action plan to increase the number of applicants and also attract more female applicants. CDA College is using the current/alumni female students and female graduates as "ambassadors" through success stories videos in our promotional campaign and in our website. However, this attempt in most part is not on behalf of the College but also due to the culture of Cyprus, actually, there are not many female students all over Cyprus studying ICT or specifically ICT technicians which is the objective of	The College has developed an Action plan to increase the number of applicants and also attract more female applicants.

	students and female graduates as "ambassadors" and inviting them to go back to their high school to talk to and inspire high school students, especially females; 2) setting up a gender-balanced focus group of high school and diploma students in order to gain insights into what aspects of computer science and engineering would attract female students and how these should be communicated to them; 3) having a gender-balanced website and external presence of the university in broader activities (Erasmus+), to the extent that this is possible.	our ICT programme. Moreover, the College has the official charter of the Erasmus + and a lot of students and lecturers took part in this mobility plans. CDA College has agreements with 26 Universities in Europe.
		• CDA College had a number of academic staff from all over Europe visiting for teaching and training in the all-academic areas.
		• The CDA Instructors and Students visited foreign Universities:
		    • 40 CDA Instructors as visiting professors and
		    • 60 CDA Students participating in foreign universities lectures
		• The Foreign Instructors and Students visited CDA College:
		    • 120 foreign instructors visited CDA College as visiting professors. 150 foreign students from France, Lithuania, Poland, Romania, Hungary and Portugal participating in CDA College programs and lectures.	

14.	To attract larger numbers of students, it may be helpful to review the modules taught with content highly relevant with current ICT market needs, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.	As mentioned above in item 1.3, as per the EEC suggestion, the ICT programme is thoroughly updated and we added some strong/ innovative modules in the programme which are relevant to the ICT market and taking into consideration the involvement of the stakeholders, the students. (Appendices 5 & 7 - 19)	The ICT programme is thoroughly updated and we added some strong/ innovative modules in the programme which are relevant to the ICT market and taking into consideration the involvement of the stakeholders, the students.
15.	The EEC recommends establishing a procedure of recognition of prior learning and work experience (e.g., from another institute or working experience) and increasing and diversifying students' intake.	At the College there is a procedure of recognition of prior learning. The College has a formal Transfer Committee, which is responsible to examine prior learning of potential students and offer them the appropriate ECTS exceptions to register in the programme.	At the College there is a procedure of recognition of prior learning. The College has a formal Transfer Committee which is responsible to examine prior learning of potential students and offer them the appropriate ECTS exceptions to register in the programme.

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			The comments of the EEC are very positive and the **4th section Students admission, progression, recognition and certification** is evaluated as Fully Compliant by the EEC.	The College has developed an Action plan highlighting different strategies (e.g., ambassadors, updated ICT programme, promotional materials) to increase the number of applicants and also attract more female applicants. In addition, the college will attempt to leverage a partnership with 26 Universities across Europe.

4. Learning resources and student support (ESG 1.6)			
16.	Student welfare mechanisms for monitoring the sufficiency of student support are in place. Nevertheless, it is recommended to introduce an EDI Committee that will strengthen this area, especially with a history of diverse student population and the needs of mature students that are working full time. Library services are available but it is recommended to review the database sources the department has access to, in terms of the most impactful sources for the ICT sector.	CDA College cares very much for its students that is why there is a Student welfare office offering a lot of welfare services and support to students. This service ensures the quality of students' life. Students will visit or communicate with it frequently to access or renew a right of access to benefits such as food, housing, care, textbooks, scholarships and counselling on various matters. (Appendix 28) Furthermore, CDA College has a long history in the higher education market in Cyprus (45 years). Our College has a long history of diverse student population and the needs of mature working students. Equity, Diversity and Inclusion are values/policies that exist in our College since many years ago. Our College applies the same values and policies for both domestic and foreign students. As with any initiative, there are general practices that are foundational to making an Equality, diversity and inclusion (EDI) Committee at CDA College more effective: • Explore past and current EDI initiatives in our unit to learn from past experiences and better understand how the committee can support or connect to this work; • Cultivate leadership buy-in and sponsorship at the initial stages and throughout the life of the committee to align with the unit's strategic direction;	Recommendations on Student welfare, EDI Committee , Library services are available and have been taken into account

		• Support the sustainability of the committee by remaining flexible and responsive to local and institutional changes over time while remaining committed to the committee's EDI purpose and values; In addition, CDA College has fully equipped the library with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Limassol, Nicosia, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other. Moreover, the library is regularly enriched with new editions of textbooks, magazines and e-databases. The new e-libraries EBSCO and Emerald has also many textbooks and scientific journals on all areas. Here below you can find the detailed numbers of books in the libraries. (Appendix 29) Furthermore, CDA College Library services have reviewed their database sources and now ICT students have access to the most important sources and trends for the ICT sector, such as: ▪ Digital Identity Systems. ▪ ICT for Education. ▪ Digital healthcare. ▪ Mobile payments. ▪ Assistive technologies. ▪ Internet of Things. ▪ 5th generation mobile networks. ▪ Artificial intelligence and machine learning.	

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17.	Modules' titles and contents are not consistent with the expectations of the diploma degree offering and it is advised to organize a committee to review the curriculum, module names and depth of content. The panel felt that the review of resources at the labs is not adequately planned and does not ensure the provision of the H/W available if the circumstances change and the number of students increase over the years.	The College has a formal committee responsible for reviewing the program of study at the end of each semester. As mentioned above in item 1.3 and as per the EEC suggestion the College has thoroughly revised/updated the modules names and content of the curriculum. (Appendix 5 & 7 -19). For the time being the resources at the labs are adequately planned as per the number of the students registered, however, if in the future we have more registrations then the College of course will increase the labs resources.	The College has a formal committee responsible for reviewing the program of study at the end of each semester.
18.	The panel recommends in the future to consider a formal T&L Committee to monitor the T&L processes, curriculum review and resources at all stages taking into account the student and staff feedback with inclusion of an official industry advisory Board and External examiner.	The Teaching and Learning Committee advises and makes recommendations to the Academic Board and/or other College bodies as appropriate on matters relating to teaching and learning and assessment in the College. Full processes are shown on Appendix 22 in the College Process of Introducing New or Monitoring and Revising Current Programmes of Study. The College external stakeholders and industry professionals act as external examiners for the support and development of the programme.	The Teaching and Learning Committee advises and makes recommendations to the Academic Board and/or other College bodies as appropriate on matters relating to teaching and learning and assessment in the College. Feedback with inclusion of an official industry advisory Board and External examiner is highly recommended.

19.	It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable personnel to efficiently support the educational process. Based on the review of the online live provision of the lecture that the panel observed, the audio quality should be improved.	Regarding the recorded videos, from now on the audio quality will be improved without background noise. Instructions are given to all faculty members to switch off any background noise so as the recorded quality of the lectures to be improved.	From now on the audio quality will be improved without background noise.
20.	The Department needs to establish a process to promote requests for the continuous upgrading and maintenance of laboratories and equipment, and for the unimpeded access of students to the workshops. The students are provided with a departmental email account, but communications are not re-enforced through this email, which should be imposed as the official channel of email communication with the students.	The College has an established process for the continuous upgrading and maintenance of laboratories and equipment, and there is unrestricted access of students to the workshops. CDA College has signed agreement with an external IT company and every semester provide extensive maintenance to laboratories and equipment. All the students as from their registration are provided with an email account.	CDA College has signed agreement with an external IT company and every semester provide extensive maintenance to laboratories and equipment. All the students as from their registration are provided with an email account. The college highlights that there is going to be an effort in improving the delivered audio and video quality. Moreover, the college elaborates on the established process for upgrading/maintaining the needed equipment and laboratories. The committee sees those routines as important mechanisms for assuring the

			quality students' support as well as the teaching and learning resources. At the same time, it is important to emphasize that the college should engage in a continuous effort, sometimes even beyond the established committees, and keeping the quality high and providing the needed support to their students.
21.	The School should consider a rigorous process of data collection in terms of reviewing the pipeline and year on year alumni of the students. There is an under-representation of female students and actions should be taken in order to change the picture of the course, where the students and the staff can identify themselves within the ICT sector.	The fact that there is an under-representation of female students in the registration of the ICT programme, it's not mainly up to the College actions. It's up to the Cyprus culture where there are not many female students wishing to study ICT technicians. In the College promotion campaigns we try to attract both female and male students with no discrimination.	
22.	The EEC recommends that audio quality should be improved regarding recorded videos. There was too much background noise in some of the recorded lectures.	Regarding the recorded videos, from now on the audio quality will be improved without background noise. Instructions will be given to all faculty members to switch off any background noise so as the recorded quality of the lectures to be improved.	

The present document adheres to the European Standards and Guidelines, in particular Standards 2.3 (Implementing Processes) and its guidelines, which provide that "*Agencies have a consistent follow-up process for considering the action taken by the institution*".