EDUCATIONAL QUALITY ASSURANCE MECHANISMS AT CDA COLLEGE

ΕΓΧΕΙΡΙΔΙΟ ΜΗΧΑΝΙΣΜΩΝ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ ΤΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ ΣΠΟΥΔΩΝ

Nicosia – Limassol – Larnaca – Pafos

April 2025

Contents

EDUCATIONAL QUALITY ASSURANCE AT CDA COLLEGE

Educational Quality Assurance at CDA College is focused on the following educational areas so as to ensure high academic quality in all aspects of the undergraduate, graduate and post-graduate programmes and that the programmes are conducted in accordance with the required standards.

In order to evaluate and review the quality of the programme, CDA College has established several committees and developed various internal mechanisms for evaluating and reviewing the quality of the programme, the student and staff satisfaction, and the adequateness of these mechanisms:

Educational quality assurance at CDA College is based on the European Association for Quality Assurance in Higher Education (ENQA) guidelines and standards and focused on the following areas:

1. **INTERNAL QUALITY ASSURANCE COMMITTEE**

    a. Design and Approval of Programmes
    b. Student-centred learning, Admission, Teaching, Assessment and Certification
    c. Faculty Staff
    d. Learning Resources and Student Support
    e. Teaching Evaluation through Classroom Observation
    f. Student Feedback (Student's Faculty Evaluation Forms and Surveys and Opinion Polls)
    g. Peer Feedback (Faculty Self-Evaluation Report)
    h. Examination Invigilators
    i. Final Project (Thesis) Committee
    j. Internal Examiner
    k. Outcomes are regularly monitored and evaluated through:
        o Employment Surveys (Employability of CDA Graduates)
        o Student Awards
        o Alumni Surveys
        o ERASMUS charter

2. **EXTERNAL QUALITY ASSURANCE**

    a. Visiting Lecturers
    b. Guest Lecturers
    c. Assessment by the Ministry of Education Committee
    d. Accreditation of a Programme of Studies by DIPAE

MECHANISMS FOR ENSURING THE QUALITY ASSURANCE OF THE PROGRAMS OF STUDIES AT CDA COLLEGE

CDA College Internal Quality Assurance Committee applies the following Internal Mechanisms for Evaluating and Reviewing the Quality of the Programme, the Student and Staff Satisfaction, and the Adequateness of these Mechanisms. The college has a detailed evaluation system to evaluate the quality of the program, and the student and staff satisfaction as follows:

1. Faculty Classroom Observation
2. Students' Faculty Evaluation Form
3. Faculty Self-Evaluation and Suggestions Report
4. Students' Faculty Evaluation Results
5. Student's Program Evaluation
6. Faculty Classroom Observation Results
7. Faculty Other Academic Matters Results
8. Faculty Overall Evaluation Results
9. One general meeting with all the faculty staff
10. Two meetings per semester with the heads and the lecturers of each department and Students Union representatives
11. Internal Memos, Instructions and Guidelines for each program of studies
12. Students Final Assessment per Module
13. Examination and Invigilation Procedures
14. Instructions to Examination Candidates
15. Application of the ECTS System in all the programmes of study
16. Application of the ECTS Grading System
17. Assignments, Tests, Quizzes, Final Projects, Group Projects
18. Mid-Term and Final Examinations
19. Attendance Roster/ Detailed Records with all and material covered by each lecturer
20. Final Project (Thesis) Assessment Criteria
21. Internal Examiner
22. Faculty Staff Development
23. Faculty Staff Involvement
24. External Examiner
25. Student's Complaint and/or Suggestions Form
26. Student's Complain Management Procedures
27. Survey and Opinion Polls by current students and Alumni Opinion Polls.
28. Administrative Staff Self-Evaluation & Suggestions Report
29. Administrative Staff Evaluation Report
30. CDA College Committees for Monitoring the Educational Quality Assurance

Additionally, the faculty staff during the meetings they discuss the students' progression, students' attendance, any students' difficulties with the content of the module, students' behavior and assessment and they also raise their suggestions for the improvement of their module, admission or other administrative policies or the programme itself.

1. **INTERNAL QUALITY ASSURANCE COMMITTEE**

   The Members of the Internal Quality Assurance of CDA College:
   Επιτροπής Εσωτερικής Ποιότητας του Κολεγίου CDA

   - 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 for Masters two students (one bachelor and one master).

   - Dr Pavlos Panayi, PhD Data Communications, MBA Business Adm., BSc Computer Science, Head of ICT, Professor. General Director, (Academic Affairs and Administration).
   - Dr Andreas Tofaris, PhD Atmospheric Science/Physics, MSc Oil and Gas Engineering, MBA, BSc Physics, Head of Research Centre, Professor.
   - Mr. Efstathios Michael, MSc Electr. & Electronic Eng., BSc (Hons) Electr. & Electronic Eng. PCL, London, UK. MPSM, CIIM, General Director CDA College Pafos.
   - Mrs. Athina Koliandri, MBA (CDA College), MSc. Educational Management, BSc. Hotel Restaurant & Institutional Management, IATA/UFTAA Diploma, Many years of experience in all the Accreditations, Director of International Affairs.
   - Mrs. Katerina Kyriakidou, MBA (CDA College), MA Applied Translation Studies, BA English Literature, Postgraduate Diploma Bilingual Translation, Many years of experience in all the Accreditations, Director CDA College Nicosia.
   - 1 Students' Representative and
   - For Masters programmes (1 bachelor and 1 master student's representatives).

   The Internal Quality Assurance Committee shall be decided by the Board of Governors.

   - The IQAC shall meet regularly, at least 6 times a year. Additional meetings are set before each External Accreditation after invitation of their chairman. The invitation of the members of the Committee and the subjects of the daily agenda in the regular meeting are made known in writing, at least one week prior to the meeting day of the Committee.
   - The Committees are in quorum when at least half of its members plus one is present. The decisions of the Committees are taken by a simple majority of the present members. If there is a tide vote, then the decision of the Chairman of the Committee is taken into consideration.
   - The decisions of each Committee are taken down in the form of minutes. A member of the Teaching Staff acts as the secretary of the Committee, after being elected by the Chairman during the first meeting of the Committee. The Chairman is responsible of keeping the minutes.

- The members of the IQAC are written down in the internal regulations of the College and are published in the College Website.

DUTIES AND RESPONSIBILITIES:

- Responsible to apply all the requirements mentioned in the article 12 & 14 of educational quality assurance set by The Cyprus Agency of Quality Assurance and Accreditation in Higher Education.
- Coordinate the preparation of Self-evaluation Reports related to the External Accreditations
- Responsible to prepare the General Accreditation Reports of the College to be sent to "Foreas"
- In the General Accreditation Reports should include the internal mechanisms maintaining the quality assurance in the College
- It controls the general direction of instruction, research, and examination, and awards degrees, diplomas and certificates as well as receive reports from all standing and special committees. For the time being, it undertakes the following:
- approves the organisation of faculties, institutions, and other academic units;
- plans, develops and reviews academic programmes;
- regulates the admission of persons to programmes of study and their attendance at such programmes and examinations;
- appoints and instructs examiners and Boards of Examiners, and oversees examinations;
- awards degrees, diplomas, certificates, and other marks of distinction;
- awards, scholarships, prizes, and medals;
- to review, evaluate and recommend changes to the general curriculum structure, existing and new programs of studies, other educational policy issues
- consider and approve minor changes to programs requirements regarding curriculum and assessment as well as to approve new modules within existing programs;
- set guidelines and procedures pertaining to the administration of programs, examinations;
- approve results of the students and award degrees to students who meet the degree requirements in accordance with the Regulations.
- establish guidelines and procedures pertaining to the administration of programs and graduate student matters;
- approve examination results of graduate students and awarding degrees/graduate diplomas to students who meet the degree requirements in accordance with the Regulations;
- approve the award of Medals/Prizes to graduate students; and
- approve the allocation of the Research Scholarship budget
- review and evaluate other educational policy issues including admissions and advance placement criteria, calendar, issuance of degrees, and rationalization of teaching across departments.

The outcomes are regularly monitored and evaluated through:

- External Examiner Comments
- Student Complaint Form
- The College will also introduce the Surveys and Opinion Polls by current students and Alumni Opinion Polls.
- Students' Faculty Evaluation Results
- Faculty Classroom Observation Results
- Faculty Other Academic Matters Results
- Faculty Overall Evaluation Results
- Internal Examiner's Comments

a. **Design and Approval of Programs**

CDA College has specific processes for the design and approval of their programmes. The processes as per the Law of Higher Tertiary Education where the programmes are designed as per the ECTS system so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme is clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the Higher Education.

b. **Student-centered learning, Admission, Teaching, Assessment and Certification**

CDA College ensure 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 apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

c. **Faculty Staff**

The College assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff. CDA College has clear faculty employment procedure, faculty statues, remuneration scales, duties and responsibilities, faculty involvement and development.

d. **Learning Resources and Student Support**

CDA College invest a lot of financial resources in students learning resources. The College invest a lot for learning and teaching activities on having the latest state of art computer equipment and computer labs, enrichment of the College library on a regular basis and ensure and support students' accessibility to all the College learning resources.

e. Teaching Evaluation through Classroom Observation

The Faculty Classroom Observation is conducted by the Director of the Campus and the Coordinator of the Programme, evaluating the staff teaching behavior and methods. It's conducted once per semester. During the class observation the observer assess and evaluate a large number of educational issues towards reviewing and he enhancing of the teaching quality of the programme.

f. Student Feedback (Student's Faculty Evaluation Form and Surveys and Opinion Polls)

Through the Student's Faculty evaluation form, the students evaluate their lecturers and the module processes, they write their comments and suggestions on any lecturer, any module or any other issue at the College. Further, students could also provide their criticism and suggestions whether they are satisfied or not on all the aspects and administrative policies of the college.

Feedback from students is an essential element in monitoring the quality of the programme. At CDA College, various elements of student feedback are cohesively organised such that issues arising from the data collected are addressed and subsequently lead to real improvements both in terms of educational strategies and pedagogical styles.

For all students, there is student feedback exercise conducted every semester to gather information on students' learning experiences as well as their responses to their course. This feedback usually begins two weeks before the start of the examination period. The evaluation results are computed using the total scores from the responses from all students and are released only after they have received their examination results. Additionally, students provide feedback on the quality of supervision at the point of submitting their thesis for examination. To ensure confidentiality of evaluation, feedback is only released to the faculties after the results of the thesis exam are finalised.

g. Peer Feedback (Faculty Self-Evaluation Report)

Programme quality is also monitored through two other mechanisms. Peer Review is required of all Departments/Programmes at CDA College. While the primary function of this review is to provide useful information to the administration for lecturers' appraisals for re-appointment, promotion, tenure, and teaching awards, it also serves as a monitoring process on teaching quality as it provides useful feedback for the staff to improve his/her teaching. The peer review consists of both quantitative and qualitative sections and covers the entire spectrum of a teacher's contribution to student learning including classroom teaching, curriculum design, teaching materials and assessment tasks. Furthermore, through the Faculty Self-Evaluation and

Suggestion form the faculty staff explain their teaching methods applied, suggest new bibliography, or further suggestions for updating the content of the course or any complain regarding administrative, promotion or salary issues.

h. Examination Invigilators

During the final examination of each module, one or two invigilators are assigned to supervise the class during the examination, to ensure that all examination procedures and standards are followed.

i. Final Project (Thesis) Committee

It comprises of 3 faculty members, the head of the programme, the Thesis Supervisor and another faculty member of the programme. They meet once or twice per year to review and assess the graduate students' final projects.

j. Internal Examiner

The duties of internal examiner are performed by the Asst. Gen. Director. He examines, review all the College official documents, course outlines, final exam papers, Final projects, library updates, computer equipment updates in order to follow the prescribed educational standards for each programme of studies.

The College has also introduced the monitoring systems of the External Examiner and the Internal Quality Assurance Committee (IQAC) to evaluate and enhance the quality of the program and the transparency of the course evaluation process.

Further, the IQAC monitor the outcome of all the mechanisms, all the evaluation results will be discussed by the IQAC which is recently established so as to monitor, evaluate and enhance the quality of each program. These results will be discussed by the IQAC and then discussed with the participation of the programme coordinator, the program's faculty staff and if necessary, by external examiners.

Additionally, the Internal Quality Assurance Committee controls the general direction of instruction, research, and examination, and awards degrees, diplomas and certificates as well as receive reports from all standing and special committees. For the time being, it undertakes the following:

- approves the organization of faculties, institutions, and other academic units;
- plans, develops and reviews academic programs;
- regulates the admission of persons to programs of study and their attendance at such programs and examinations;
- appoints and instructs examiners and Boards of Examiners, and oversees examinations;
- awards degrees, diplomas, certificates, and other marks of distinction;
- awards, scholarships, prizes, and medals;

a. Outcomes are regularly monitored and evaluated through:

- External Examiner Comments
- Student Complaint Form
- The College will also introduce the Surveys and Opinion Polls by current students and Alumni Opinion Polls.
- Students' Faculty Evaluation Results
- Faculty Classroom Observation Results
- Faculty Other Academic Matters Results
- Faculty Overall Evaluation Results
- Internal Examiner's Comments

In the future the College will also introduce several other surveys so as monitors evaluate and enhance the quality of each programme of studies such as:
- Employment Surveys
- Alumni Surveys
- Student Awards

b. Employment Surveys (Employability of CDA Graduates)

The graduate employment survey is conducted annually. The graduate employment survey serves to establish the employment status and job search experiences of CDA College graduates approximately one-year post-graduation. It is a tool utilized by CDA to assess its graduates' employability as well as the relevance of the skills, knowledge and training they received in accordance with the needs of industry.

c. Student Awards

CDA College accords a wide range of awards in recognition of excellence. The awards recognize both students and faculty who, through their consistently high performance and resolute commitment, set new benchmarks in the areas of education, research and service. For students there is a wide range of medals, prizes and scholarships.

d. Alumni Surveys

The graduate alumni survey is conducted annually. The purpose of this survey is to track the career development of CDA College graduates two and five years after graduation as well as to solicit feedback on the quality of educational and broader CDA College experience that they went through.

e. ERASMUS Charter

CDA College since 2013 is official member of the ERASMUS programme. This programme allows us to establish closer relationships with other educational institutions abroad and

exchanging students, faculty and administrative staff. This will give us the opportunity to know new academic structures and/or administrative practices abroad.

Finally, all the proposed modification/improvements from all the committees and mechanisms (internal and external) are received by the QAC where they discussed and evaluate all thoroughly so as to approve the necessary changes policies, programs revisions, curriculum changes, or any other operational, administrative issues or reinforcing further mechanisms towards the upgrading of the quality of the programs, the student and staff satisfaction and educational standards in general.

To conclude, the educational quality assurance at CDA College is based on the following principles of European Quality Assurance ENQA:

a. Higher education institutions have primary responsibility for the quality of their provision and its assurance;
b. Quality assurance responds to the diversity of higher education systems, institutions, programs and students;
c. Quality assurance supports the development of a quality culture;
d. Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.
e. The students' workload, progression and completion;
f. The effectiveness of procedures for assessment of students;
g. The student expectations, needs and satisfaction in relation to the programme
h. The learning environment and support services and their fitness for purpose for the programme.
i. The changing needs of society;

2. EXTERNAL QUALITY ASSURANCE

a. Visiting Lecturers

Visitors or part-time staff on the teaching staff of the programme.
Once every semester each faculty member should invite a visitor/guest professor from other college to come and make a lecture on the relevant course.

b. Guest Lecturers

The College in order to enhance its academic activities and faculty development techniques, each professor should visit once a semester a class in another programme of the college or in another college or in one of CDA campus in other towns so as to evaluate and collaborate with other teaching staff and be involved with other teaching methods used.

c. Assessment by the Ministry of Education Committee

It is an external assessment Committee which it is setup by the Ministry of Education. This Committee consists of 2 members, they review and evaluate all the administrative issues of the College and it is conducted once per semester.

d. Accreditation of a Programme of Study by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A. A) and the Ministry of Education and Culture of the Republic of Cyprus.

Accreditation of a programme is an external process set up by Foreas. It is a thorough Academic assessment of all the academic and administrative aspects of the College. The accreditation last for 5 years.

These reviews should lead to continuous improvement of the programme. Any action planned or taken should be communicated to all those concerned. The quality assurance is an on-going monitoring and periodic review of programs educational standards, policies and administrative processes to ensure that they achieve the objectives set and responds to the needs of students and society as a whole.

Appendix A   **CLASSROOM OBSERVATION FORM**

SECTION 1	USED BY THE CLASSROOM OBSERVER

Complete the necessary details and check (✓) the box of your choice in the classroom observation items so that a clear and fair picture regarding the faculty member's teaching is presented. Once the classroom observation is over invite the faculty member to your office and discuss your comments regarding his/her teaching. Complete Section 2 with your suggestions for improving the faculty's member teaching. Make a copy of the completed form and give it to the faculty member.

Faculty Member's Name (surname in CAPITAL letters)		Rank:	Semester (e.g. Fall 2007)
Week of Semester	**Time**	**Date**	**No. of Students present**
Course Code	**Course Title**		
Class Teaching Subject			

Classroom Observation Items	Performance			
Performance indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations, 4: Excellent)	25	50	75	100

The Faculty Member:

		25	50	75	100
1	Demonstrates command of subject				
2	Seems prepared for the class				
3	Clearly states subject, aims and objectives of the lesson – provides an overview of what is planned for the class period.				
4	Presents content in a clear, systematic and organized method, relating parts to the whole subject topic.				
5	Uses effective teaching methods and strategies				
6	Effective usage of audiovisual methods, technology, handouts and other material				
7	Uses effective teaching techniques				
8	Promotes communication and interaction among students				
9	Ties all material taught at the end of the lesson				
10	Keeps interest and attention of students				
11	Effective usage of body language				
12	Demonstrated favorable attitude towards students (positive – friendly response to students answers and				

	questions, encouragement, praise, addressing students by name)				
13	Keeps control of class				
14	Time management – uses class time effectively				
15	Maintains a respectful and learning conducive atmosphere in the class				
Grand Total:					

Appendix B   **STUDENT'S FACULTY EVALUATION FORM**

Please check (√) the box of your choice in all the questions below.

Instructor:	Semester (e.g. Spring 2008)
Program of Studies (e.g. B.A Business Administration)	
Course Code & Title (e.g. MAR101 Introduction to Marketing)	

	Evaluation Items	Percentage Performance (%)				
		0	**25**	**50**	**75**	**100**
1	The tutor seems prepared for each class					
2	The tutor covers the material stated on the course outline					
3	The tutor demonstrates polite and encouraging attitude towards students					
4	The tutor explains very well the material and is willing to answer all questions					
5	The tutor demonstrated an enthusiasm for teaching this subject					
6	The tutor keeps control in the class					
7	The tutor makes available answers or explanations to homework and coursework examinations					
8	The grading system for this class was clearly explained					
9	The tutor is available to see students and help them with their course					
10	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students					

Comments:

Appendix C   **Students Course Evaluation Form**

Please check (√) the box of your choice in all the questions below.

Program of Studies (e.g. B.A Business Administration)	**Semester** (e.g. Spring 2008)
Course Code & Title (e.g. MAR101 Introduction to Marketing)	

	Evaluation Items	**Percentage Performance (%)**				
		0	25	50	75	100
1	The aims and objective of the course are clearly stated.	☐	☐	☐	☐	☐
2	The Learning outcomes of the course are achieved.	☐	☐	☐	☐	☐
3	There are various assessment methods.	☐	☐	☐	☐	☐
4	The grading criteria and system of the course are clearly stated in advance in the handbook / website / VLE.	☐	☐	☐	☐	☐
5	Clear, productive feedback is given by lecturers on corrected assignments?	☐	☐	☐	☐	☐
6	Assess the content and the teaching methodology of this course.	☐	☐	☐	☐	☐
7	In class assignments, homework, mid-terms, presentations and other types of assessment and are given on the material taught in the course.	☐	☐	☐	☐	☐
8	The tutor makes available answers/ explanations to examinations.	☐	☐	☐	☐	☐
9	The tutors seem to use the same way of grading for all students.	☐	☐	☐	☐	☐
10	The tutors are available to see students and help them with their courses.	☐	☐	☐	☐	☐
11	Give an overall grading rate of this course.	☐	☐	☐	☐	☐

Comments/Do you have any suggestions?

FOR OFFICIAL USE ONLY

Name:	Signature	Date

Appendix D   **Student Program of Study Evaluation Form**

Please check (√) the box of your choice in all the questions below so that a clear picture about the program of study is presented.

Program of Studies (e.g. B.A Business Administration)		Semester (e.g. Spring 2008)				
Course Code & Title (e.g. MAR101 Introduction to Marketing)						

	Evaluation Items	Percentage Performance (%)				
		0	**25**	**50**	**75**	**100**
1	There is clear information available to students that unambiguously informs them of the program's purpose, goals and learning outcomes.					
2	The content of the Program met its purpose and goals.					
3	There are a variety of assessment methods used depending on the learning outcomes, aims and objectives.					
4	The grading criteria and system of the program are clearly stated in advance in the handbook / website / course					
5	The program of study is quite demanding.					
6	The program of study is interesting.					
7	The lecturers of the program of study are qualified.					
8	All courses taught are relevant to the program of study.					
9	There is a placement course in the program of study. If yes, state the importance of the placement course.					
10	There is transparency of the grading system and it clearly explained by the tutors.					
11	The lecturers are available to see students and help them with their courses.					
12	Give an overall assessment of the program of study.					

Comments/Do you have any suggestions?

FOR OFFICIAL USE ONLY		
Name:	Signature	Date

Appendix E   **FACULTY SELF- EVALUATION AND SUGGESTIONS FORM**

Complete the necessary details below and attach to the completed form a typed report that refers to all areas shown below. In the report you need to use exactly same titles and numbering as shown below.

FACULTY MEMBER'S DETAILS

Name (only surname in CAPITAL letters)		**Period** Oct 2020 – Jan 2021
Head of Department	**Track** Research Less Research No Research	**Employment Status** ☐ **Full-time** ☐ **Part-time**

COURSES TAUGHT DURING THE PERIOD

Semester	Course Code	Course Title	Teaching Hrs

AREAS

1.   TEACHING

1.1.   Teaching Methods used and Activities carried out

Every week power point presentations were taking place which covered one chapter per week for each course.

Case studies and real examples were discussed during online classes in order to help the students getting the best knowledge of the material covered. The students were encouraged to participate in the lessons through questions and by providing examples.

1.2.   Improvement of Teaching

1.3.   Improvement of Syllabus

1.4.   Comments on the Main Textbook(s)

1.5.   Assessment of Students' Work

Describe in this section the assessment methods (e.g. assignments, tests, quizzes, projects, presentations) you have used during the period in question. Based on the College's policy to maintain in the College library selected projects of students, write in this section details of any selected projects you have forwarded to the College library giving the course code and title of the course they relate to and the number of projects given to the College library.

1.6 Teaching and Learning Papers

Describe in this section the teaching and learning papers you have prepared and distributed to students or faculty members during the period in question. Such papers consist of papers providing guidelines on how a student can enhance his/her learning ability or how a faculty member can improve his/her teaching skills or educational knowledge.

2. COLLEGE SERVICE

2.1 Responsibilities or Duties Delegated by the College

Write in this section any responsibilities delegated by the College or any duties other than teaching carried out during the period in question. Such responsibilities or duties consist of being a member of various committees, being a Department Head, development of new curricula and syllabi, student advising, registration of students into courses, office hours and supervision of student clubs or societies.

2.2Activities you have Initiated

Describe in this section any activities initiated by you during the period in question. Such activities consist of the organization of an event in which you took part. It is useful to describe the duties you have carried out for any such activity.

2.3 **Contribution to the Library**

Describe in this section what your contribution to the library has been (e.g. suggested books to be ordered).

2.4 **Suggestions for the Improvement of the College as a whole**

Describe in this section any suggestions you may have for the Improvement of the College as a whole.

3. SKILLS

3.1**Personal Characteristics**

Describe in this section how you would describe, characterize and rate yourself in terms of having initiatives, being flexible and easily adjust to new situations, have a sense of responsibility, have passion and enthusiasm for work and being punctual.

3.2 **Communicate and Social Skills**

Describe in this section how you would describe, characterize and rate yourself in terms of your verbal communication, written communication, cooperation with other faculty staff, cooperation with administration staff and handling criticism as a means of improvement.

3.3 **Leadership Skills** (applicable only for Department Heads)

Describe in this section how you would describe, characterize and rate yourself in terms of planning/organizing, delegating responsibility, decision-making, problem-solving ability, managing resources, initiating change and evaluating.

4. PROFESSIONAL DEVELOPMENT

4.1 **Additional Academic or Professional Qualifications**

Write in this section the details of any academic (e.g. master's degree, doctoral degree) or professional qualification (e.g. Certified Accounting) or licensing you have been working towards achieving or have achieved during the period in question. State whether the qualification in question has been completed or if you are near its completion and when you expect to complete it.

4.2 **Attendance of Courses, Conferences or Seminars**

Write in this section the details of any courses, conferences or seminars, related to your area of specialization or education in general, you have attended during the period in question.

4.3 **Membership in Professional Organizations/Associations**

Write in this section the names of any organizations or associations you are a member of and any details related to the membership (e.g. activities carried or benefits received during the period in question).

5. COMMUNITY SERVICE

Write in this section the details of any work you have undertaken during the period in question related to servicing the community. Such activities consist of contribution to local (private or state) or international bodies such as care providers, business organizations, educational institutions, volunteer groups, etc.

6. PROFESSIONAL DEVELOPMENT

Write in this section the details of any academic (e.g. master's degree, doctoral degree) or professional qualification (e.g. Certified Accounting) or licensing you have been working towards achieving or have achieved during the period in question. State whether the qualification in question has been completed or if you are near its completion and when you expect to complete it.

Attendance of Courses, Conferences or Seminars

Write in this section the details of any courses, conferences or seminars, related to your area of specialization or education in general, you have attended during the period in question.

Signature – Faculty Member **Date**

Appendix J   **STUDENTS FINAL ASSESSMENT PER MODULE**

SCHEDULE OF MARKS

CDA COLLEGE   Campus: Λευκωσία

Academic Year: 2021/2022   Semester: Οκτώβριος-Φεβρουάριος

ΑΙΣΘΗΤΙΚΗ (4 ΕΤΗ, ΠΤΥΧΙΟ)   Α' ΕΞΑΜΗΝΟ

205ΧΗΜ: ΑΝΟΡΓΑΝΗ - ΟΡΓΑΝΙΚΗ ΧΗΜΕΙΑ

No.	Student Register Serial No.	Student (Surname, Name, Name of Father)	Course Work	Final Exam			Course Work	Final Exam	Total Marks (from100 Marks)	Fail/Pass
				60%			40%	60%		50%
				Θεωρία	Πρακτική	Τελική Βαθμολογί				
				50%	50%	100%				
1										
2										
3										
4										

Note: If the marking allotted to the final exams is on the scale 0-100 then the making allotted to a paper is transformed on the scale 0-60, by multiplying it by a coefficient of 60%. Similarly, if the marking allotted to course work (oral exams, projects, lab work, assignments, mid-term exams etc) is on the scale 0-100, then that marking is transformed on the scale 0-40 by multiplying it by a coefficient of 40%. Each lecturer can keep his own detailed marking sheets for the course work.

Lecturer: Signature:

                                       Signature:

Date of Submission to the Academic Committee:

OTHER ACADEMIC MATTERS EVALUATION FORM

TO BE COMPLETED BY THE DEPARTMENT HEAD					
Complete the necessary details below.					
Faculty Member Name		**Semester**			

Performance Indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	N/A	Performance 1	2	3
1 **Course Outlines**	☐	☐	☐	☐
2 **Final Examination Question Papers**	☐	☐	☐	☐
3 **Faculty Portfolio**	☐	☐	☐	☐
Totals:				
Grand Total:				

Average Score = [(Grand Total X 50) / Number of Matters Evaluated] - 50 =

Comments:

Name – Department Head	Signature – Department Head	Date

Academic Progress Form

SECTION 1	USER BY THE DEPARTMENT HEAD

After classroom observation discuss with the faculty member in question about the areas mentioned below and write your comments regarding your discussion.

Faculty Member's Name (surname in CAPITAL letters)	Rank	Semester (e.g. Fall 2007)

1. Coverage of Course Syllabus

_____
_____
_____
_____
_____
_____
_____
_____

2. Standards of Students Achievement (Excellent, Very Good, Good, Average, Below Average)

_____
_____
_____
_____
_____
_____
_____
_____

3. Textbook (s)

_____
_____
_____
_____
_____
_____
_____
_____

FEEDBACK REPORT

Name & Surname

Course Code & Name:

Feedback for: (please circle)

- **Mid-term Examination**
- **Assignment**
- **Group Assignment**
- **Presentation**
- **Mock – Exam**

Date:

Overall mark:

Topic	Mark	Comments
Subject Knowledge		
Coherence of Writing		
Presentation Skills		
Writing Skills		
Organizational Skills		

_____

Full Name of Academic Staff

_____

Signature

Appendix K   EXAMINATION AND INVIGILATION PROCEDURES

C.D.A.
COLLEGE

Examination and Invigilation Procedure

1. Collect the following from the College Secretariat 25 minutes before the examination starting time.

   a) The examination question papers for the course in question;
   b) a sufficient number of examination answer books for the course in question (sometimes answers need to be provided on the question paper therefore you will not be provided with any examination answer books); and
   c) Examination roster – a list of students registered in the course in question.

2. Go into the examination room and ask all students (if any) to abandon the examination room.
3. Close the door and put all examination papers face down on the desks along with one examination answer book (if applicable) for each question paper. Make sure you spread out the papers per 2-sets desk at the most. If more than one examination is taking place in the examination room make sure that the examination papers are placed on the desk according to the seat numbers.
4. Write the course code and little of the course(s) being examined on the whiteboard.
5. Once all examination papers have been placed invite students to enter the examination room. This should be done at least 10 minutes before the examination starting time. In entering the examination room all unnecessary items possessed by students (e.g. bags, lecture notes, books etc.) Should be left at the front of the examination room (where the whiteboard is).
6. Students should maintain total silence while being in the examination room.
7. Students should not turn the examination paper over until you instruct them to do so.
8. Ask all students who do not possess their student identity card to obtain a temporary student identity card from the reception area that will allow them to sit the examination in question.
9. Read out the Instructions to Examination Candidates (see attachment) and ask students to complete the necessary details shown (their student number and name, the course code and title etc.) in the space provided on the cover of the examination answer book. Tell them that the course code and title of the course(s) being examined is shown on the whiteboard.
10. Ask them to start their examination and place their student identity card on the desk.
11. Write the time the examination ends on the whiteboard.
12. Pass the examination candidate and make sure the examination candidate is the one as shown on his/her student identity card. Students who do not present their student identity card from the reception area. In the case where a Temporary Student Identity Card is presented you need to collect the card and return it to the College reception area once the examination is over. In addition, to verifying that the student asking the examination is the right one you need to mask on the examination roster that the student in question has been present in the examination. Be careful with the late coming students. Make sure that their identity is verified and mask their name on the examination roster as an indication that they have been present in the examination. Any student whose name is not shown on the examination roster should not be allowed to take the examination.
13. Remember that no student is allowed to leave the examination room before 30 minutes elapse following the start of the examination. No student is allowed to enter the examination room after 30 minutes elapse following the start of the examination.
14. Each time a student submits to you his/her examination answer book, check that the cover page was fully completed.

C.D.A.
COLLEGE

INSTRUCTIONS TO EXAMINATION CANDIDATES

1. Before starting your examination, you must fill in the particulars on the cover of your examination answer book or question paper (if applicable) legibly, in block letters.

    (The invigilator should explain to the candidates how to fill in the particulars.)

2. You must not have with you anything other than allowable items for examination purposes.

    The invigilator should briefly explain to the students what items they are allowed and not allowed to have
    in the examination room for the examination room for the Examination in question. What they are allowed and not allowed should be based on the notes found at the bottom of this page and any specific examination guidelines regarding the course in question e.g. the examination of the course
    statistics allows the use of statistical tables.

3. Your answers should be written by using a blue or black pen. Pencils should be used only for graphs, charts, diagrams, etc.

4. At the end of the examination you must remain seated until your answer paper and question paper has been collected and then quietly leave the examination room.

5. You are not allowed to remove your examination question paper from the room.

6. You will not be allowed to leave the room until the examination has been in progress for at least 30 minutes.

7. If you choose to leave the examination room before the time fixed for the end of the examination, you must first hand your question paper and examination answer book to any invigilator.

8. You will not be allowed to leave the room in the last 10 minutes of the examination.

9. In an emergency, you may leave the examination room and be re-admitted.

10. You must not speak to or communicate with one another, and no explanation of the questions may be asked for or given.

11. You must not disturb one another by the consumption of food or drink.

12. Smoking is not allowed.

13. Good Luck to everybody!

ALLOWABLE AND DISALLOWABLE ITEMS IN THE EXAMINATION ROOM
The typical items a candidate should bring into an examination room are blue and/or black pens, pencils, erasers and rulers. Generally candidates are not allowed to use anything else beyond the above mentioned items unless it is provided by the invigilator (e.g. statistical tables etc.)

Calculators – Candidates are allowed to use a calculator in examinations where one is needed provided that this is allowed by the examiner. Examiner s instructions shown on the first page of all question papers clearly specify whether this is allowed or not. Under all circumstances a calculator may be used provided it gives no printout, has no word display facilities, is silent and cordless.

Dictionaries – Candidates are not allowed to use any dictionaries in an examination.

Appendix M   The European Credit Transfer and Accumulation System (ECTS)

European Credit Transfer and Accumulation System (ECTS)

ECTS makes teaching and learning in higher education more transparent across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance.

Institutions which apply ECTS publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, university regulations and student services.

Course descriptions contain 'learning outcomes' (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from 1 500 to 1 800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work.

A series of ECTS key documents help with credit transfer and accumulation – course catalogues, learning agreements, transcript of records and Diploma Supplements (DS).

Although ECTS can help recognition of a student's studies between different institutions and national education systems, higher education providers are autonomous institutions. The final decisions are the responsibility of the relevant authorities: professors involved in student exchanges, university admission officers, recognition advisory centres (ENIC-NARIC), ministry officials or employers.

The European Commission has established a network of Recognition experts (ECTS/DS) and developed the ECTS and DS labels to recognise excellent application of either system.

ECTS is closely related to other efforts to modernise higher education in Europe. In particular, it has become a central tool in the Bologna Process which aims to make national systems converge.

ECTS Users Guide

The ECTS Users' Guide provides guidelines for implementation of ECTS. It also presents the ECTS key documents. The Guide is offered to assist learners, academic and administrative staff in higher education institutions as well as other interested parties. It has been updated in 2009 to take account of developments in the Bologna Process, the growing importance of lifelong learning, the formulation of qualifications frameworks and the increasing use of learning outcomes. It has been written with the help of experts from stakeholders' associations and ECTS counsellors, and submitted for consultation to stakeholders' associations, Member States' experts and the Bologna Follow-up Group. The European Commission has coordinated the drafting and consultation process and is responsible for the final wording of the Guide.

The ECTS Credits (European Credit Transfer System)

ECTS system is applied by CDA College since 2008. ECTS credits are a numerical value (between 1 and 60) allocated to course units to describe the student's workload required to complete them. They reflect the quantity of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, tutorials, field-work, private study - in the library or at home - and examinations or other assessment activities. ECTS is thus based on a full student workload and not limited to contact hours only.

In ECTS, 60 credits represent the workload of an academic year of study and normally 30 credits for a semester and 20 credits for a term. It is important to indicate that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations.

It is up to the participating institutions to subdivide the credits for the different courses. ECTS credits should be allocated to all course units available, compulsory or elective courses. Credits can also be allocated to project work and thesis where the "units" are an integral part of the degree program. Non-credit courses may only be mentioned in the transcript of records. Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

ECTS Grading System

BA Business Administration

1 course (subject) is 6 ECTS credits
1 Semester   30 ECTS Credits
2 Semesters   60 ECTS Credits (1 year 60 ECTS)
1 ECTS credit = 25 – 30 work hours per week
1 ECTS credit = 25 work hrs
Workload per year is around 1500 - 1800 hours

Grading System and ECTS % Marks Allocation

Assessment of a student's performance for a course is based upon **Course Work** (tests, assignments, projects, mid-term exams, class attendance and participation) and the **Final Written Exams**. Each component (Course Work and Final Written Exams), accounts for 50% each of a student's overall grade. The overall passing grade for all BA courses of the program is **50%**.

For each program of studies there is a different grading system. For example: BA Business Administration the Grading System is: Course Work 50% , Final Exam 50% and Passing mark 50%.

The final course grade at the end of the semester will be given as a letter grade as follows:

Business Administration Grading System

% Grade	Grade	Grade Meaning	Grade Points per Credit
90-100	A	Excellent	4.00
80-89	B+	Very Good	3.50
75-79	B	Good	3.00
65-74	C+	Above Average	2.50
60-64	C	Average	2.00
55-59	D+	Below Average	1.50
50-54	D	Poor	1.00
Below 50	F	Failure	0.00

ECTS Grading Scale:

ECTS Grade	% of Successful Students Normally Achieving the Grade	Definition
A	11	EXCELLENT - outstanding performance with only minor errors
B+	14	VERY GOOD -with some minor errors
B	14	GOOD - generally sound work with a number of notable errors
C+	16	ABOVE AVERAGE- satisfactory – fair but with significant shortcomings
C	17	AVERAGE- satisfactory– fair but with significant shortcomings
D+	14	BELOW AVERAGE - Performance meets the minimum criteria
D	14	POOR- Sufficient - Performance meets the minimum criteria
F	-	FAIL – Considerable further work is required

Additionally, in order to follow the ECTS grading system and have grade uniformity, lecturers should follow almost the same allocation of grades as per the table above.

Lecturers should not give very high marks easily or even worst to give A to all the students. That's why all lecturers should follow the ECTS Grading allocation so as to have a balance and proportionate grading of students. Lecturers should try to follow approximately the ECTS grading scale of successful students here above.

Appendix O   FINAL PROJECT (THESIS) ASSESSMENT CRITERIA

Final Thesis Marking Criteria

MBA Grading System

The final course grade at the end of the semester will be given as a letter grade as follows:

% Grade	Grade	Grade Meaning	Grade Points per
90-100	A	Excellent	4.00
85-89	B+	Very Good	3.50
80-84	B	Good	3.00
75-79	C+	Above Average	2.50
70-74	C	Average	2.00
65-69	D+	Below Average	1.50
60-64	D	Poor	1.00
Below 60	F	Failure	0.00

MBA Thesis Assessment Criteria

The Final Thesis demonstrating excellence in achievement of their objectives, original thought, a clear grasp of theoretical positions, strong and well-presented lines of argument accurately supported by evidence, clear structure and an appreciation of both broad and subtle implications.	
90-100%	An outstanding project, superbly organised and presented, lucidly written. Could not be bettered at undergraduate level in the time available.
85-89%	Excellent level of understanding, reasoning, originality and factual content. Strong lines of argument, wide range of sources. Demonstrates real insight and a confident handling of the topic.
80-84%	A first class report showing most, but not all of the above. No significant errors or omissions.
75-79%	Thorough coverage of the topic showing good knowledge and understanding and good use of evidence. Wide reading, generally well digested. Critical awareness of different points of view. Sound argument, generally well directed to the objectives. Well organised structure
70-74%	As above but report hangs together less well and may contain minor shortcomings or errors.
65-69%	Satisfactory grasp of main issues and familiarity with the basic reading. Use of material without significant critical judgement. Structure uneven, some errors and omissions.
60-64%	As above but lower levels of understanding and organisation. Typical weaknesses: over-reliance on one or two references or sources; some irrelevance; some incoherence in argument and/or structure.
Below 60%	Failure to address important aspects of the question Limited knowledge with serious errors and/or omissions, may be confusion about more complex material. Clear signs of understanding but relevant material thin. Arguments and conclusions superficial, presentation muddled. Significantly lacking in all the basic requirements, or a dissertation that is exceptionally brief or which entirely fails to address the issues.

Final Thesis Project Examiner's Report

Assessment Criteria	Mark/ Grade
Topic Is the topic well defined, will it provide evidence of geographical insight and geographical modes of enquiry, is it achievable within the available time and resources?	
Aims / Objectives Does the investigation have a clearly expressed purpose ? Does it relates back to the choice of title? Are the objectives clearly identified and do they run as a connecting thread through the work?	
Incorporation of existing knowledge Is there evidence that the student has critically read and assimilated and used knowledge relevant to the subject through a literature review?	
Implementation of techniques. Are appropriate techniques / methodologies implemented? Are reasons given?. Is there consideration of suitability of data collection, evidence of fieldwork or primary data gathering, adequacy of data, proper use of statistical and graphical techniques?	
Results / Discussion Are the results consistent with what has been undertaken, are they clearly presented and knowledgeably discussed/interpreted? Is the student aware of limitations?	
Conclusion Is the outcome of the study handled perceptively, critically and with sound judgement? Do the conclusions match the objective(s) of the project, do they summarise the work and maintain its focus?	
Presentation Does the project demonstrate clear writing, appropriate references, good layout, and structure, appropriate use of diagrams,/maps/ photographs?	
Other comments / Overall impression	
Total Mark/Grade	

Business Project Marking Guidelines

FIRST CLASS	Business Projects demonstrating excellence in achievement of their objectives, original thought, a clear grasp of theoretical positions, strong and well-presented lines of argument accurately supported by evidence, clear structure and an appreciation of both broad and subtle implications.	
	90-100%	An outstanding project, superbly organised and presented, lucidly written. Could not be bettered at undergraduate level in the time available.
	80-89%	Excellent level of understanding, reasoning, originality and factual content. Strong lines of argument, wide range of sources. Demonstrates real insight and a confident handling of the topic
	70-79%	A first class report showing most, but not all of the above. No significant errors or omissions.
UPPER SECOND	65-69%	Thorough coverage of the topic showing good knowledge and understanding and good use of evidence. Wide reading, generally well digested. Critical awareness of different points of view. Sound argument, generally well directed to the objectives. Well organised structure
	60-64%	As above but report hangs together less well and may contain minor shortcomings or errors
LOWER SECOND	55-59%	Satisfactory grasp of main issues and familiarity with the basic reading. Use of material without significant critical judgement. Structure uneven, some errors and omissions
	50-54%	As above but lower levels of understanding and organisation. Typical weaknesses: over-reliance on one or two references or sources; some irrelevance; some incoherence in argument and/or structure.
THIRD	45-49%	Failure to address important aspects of the question Limited knowledge with serious errors and/or omissions, may be confusion about more complex material. Clear signs of understanding but relevant material thin. Arguments and conclusions superficial, presentation muddled.
	40-44%	Barely adequate. Likely to be significant errors/omissions, poor adherence to objectives, superficial/muddled interpretation and presentation. Under-developed in most respects
PASS	35-40%	Some signs of understanding the material and some demonstration of skills but below honours degree standard (i.e. work which shows an inadequate grasp of the requirements of the project, fails to address the issues. and/or contains serious errors or omissions)
FAIL	30-34%	Shows some work towards the project objectives, but typically there will be little evidence of understanding. Factual material and skills will be thin or inappropriate and presentation will be muddled
	20-29%	The project may contain some correct and relevant material, but most issues are neglected or are covered incorrectly
	10-19%	Shows some evidence of attempting the project but produces material that is inadequate in most respects, or deeply flawed.
	0-9%	Significantly lacking in all the basic requirements, or a dissertation that is exceptionally brief or which entirely fails to address the issues.

Appendix P   **FACULTY DEVELOPMENT**

Faculty Development

CDA College recognizes that faculty development is to its advantage, as well as to the advantage of its faculty. It is therefore ready to make commitments, financial and otherwise, in support of the objectives of the Faculty Research & Development Plan, which are as follows:

1. Organize special seminars tailored towards the improvement of teaching skills for old/new faculty;
2. Provide material and teaching aids to facilitate better classroom teaching;
3. Encourage faculty to attend appropriate local seminars and workshops.
4. Provide the faculty with the opportunity to continue to stay along with the developments in their area of expertise through actions such as the following:
5. Membership must be recommended by the Director of Academic Affairs and approved by the General Director.
6. Attendance at local relevant conferences, seminars, lectures, symposia is encouraged and strongly recommended.
7. Reasonable time off will be provided. The College will subsidize all participation fees for any of the above including any travel, board and lodging expenses. Attendance must be recommended by the Director of Academic Affairs and approved by the General Director.
8. The College will contribute towards relevant expenses. Attendance must be recommended by the Director of Academic Affairs and approved by the General Director.
9. Provide the faculty with the opportunity to improve their academic qualifications through actions such as: Post-graduate degree (MBA) is offered for free in our College to faculty wishing to attend such programs.
10. To provide the faculty with the opportunity to engage in research and contribute to the advancement of knowledge in their areas of expertise through actions such as: Research contacted by faculty members will be recognized and will be taken into account at the time the teaching load is divided among faculty members. Research proposals must be submitted to the Director of Academic Affairs and the General Director for approval.
11. The College encourages and supports its faculty members to gain national and international recognition for excellence in their areas of expertise.
12. In support of the above, the College will cover all reasonable expenses related to travel and lodging (local and interactional) when the instructor is invited to deliver a paper which is the result of research done at CDA College.
13. Faculty members engaged in research supported by a research grant will call for fewer teaching hours than their colleagues so that they can devote time to research.
14. The College will make an effort to subscribe to educational material that is relevant to the basic areas of interest of its faculty.
15. The College will support faculty members who become active members of professional organizations and who present lectures of the latest developments in their field of study.
16. The College will continue to establish links with the business community and international educational institutions. In all these activities, and as appropriate, the College will make every effort to promote its faculty members and their capabilities.
17. The College will encourage faculty members' exchanges with other local or international educational institutions.
18. Official ERASMUS Charter since 2013.

Appendix Q   **FACULTY INVOLVEMENT**

Faculty Staff Involvement

The Faculty staff is actively involved in all College policies and strategies. The faculty staff is also involved in the College organization and administration.

- All faculty staff receive the College Faculty Handbook
- The faculty staff is aware of their academic status and whether they are a full-time or part-time faculty staff
- All academicians have a signed contract of employment specifying their salary and working duties and responsibilities.
- All lecturers are aware of their teaching period per programme per semester.
- All the staff is aware of the hours and the programmes they teaching
- They are all actively involved in the College issue either they perform other administrative work such as involvement in admission and enrolment of students,
- Promotion of the programs to the public through presentations.
- All faculty staff complete a Self-Evaluation Form each semester specifying ther comments on every matter in the College and whether they are satisfied and happy with their employment, the College and management
- All faculty staff is aware of a detailed list of their duties and responsibilities which are also found in the Faculty Handbook.
- Besides their teaching duties at the College they are also involved in reshaping the college educational standards through:
    - Taking part in the faculty meetings
    - Suggestions on upgrading the course syllabus
    - Suggestions for enrichment of the College library with new editions
- Discussing all the developments at the College and its future vision
- Discussing/finding solutions to any problems/ discrepancies found during the semester
- Organizing events for the students, collaborating with the students union
- Participating in publishing the College Research Journal once per year
- Encouraging students to write articles for the Students Newspaper once per year
- Suggestions of any new ideas, teaching methods and introduction of new technology
- Keeping the College Web site fully up-to-date with lectures notes
- Any other issue which will help the enhancement of the College educational standards.
- Counseling students on academic matters

Appendix R   **EXTERNAL EXAMINER REPORT**

Examiner's Report Form	
Institution	
Academic year	
Program	
Module	
Date of BOE meeting	
Name of external examiner	
Year of appointment (# of #)	
Address	
Phone number	
Email	

External examiners play an important role in shaping policy, program and module structure and assessment design and integrity. The appointment of external examiners provides an impartial review of the Institute's academic practices and ensures that students are assessed in a manner that is consistent with approved regulations and that their progress is accurately reflected. They also benefit the staff by allowing the exchange of ideas of experience between academic and professional peers.

All reports are examined closely by the Course Leaders, Director of Academic Programs and the Board of Examiners. The information contained on this form is extremely important to the parties involved and is used during the annual program and institutional reviews to address the issues raised.

Individual students should not be named in reports.

The views expressed in this report are yours alone and will not be influenced by any of the Institute's staff. This report is for the Institute's use only and will not be published, unless expressly required by the Ministry of Education. You are not responsible for the results of any recommendations implemented based on your feedback.

Please submit your report within five working days of the commencement of the final exam. The report may be returned at the Institute, by email or by post. For further information, please contact **????????.**

Summary Report	
	Please indicate the assessment material provided by the Institute for examination:

A.	**Are the standards set for the awards appropriate for qualifications at this level and for this subject according to accepted standards and the program/module specifications?**
	Yes ☐ No ☐
	Please provide feedback on the standards.

B.	**Is student performance is comparable to their peers studying in similar programs at other institutions?**
	Yes ☐ No ☐
	Please provide feedback on student performance.

C.	**Do the methods of assessment and determination of awards are fair and accurately portray student performance?**
	Yes ☐ No ☐
	Please provide feedback on the methods employed.

Detailed Report	

1.	**Please detail the activities performed during your review.**

2.	**Please provide feedback on your briefing and induction and the materials supplied to support you. Also, comment on the availability of the staff to assist you.**

3.	**Please provide detailed feedback and recommendations for improvement regarding:** • structure and content • learning, teaching and assessment methods • module organisation and management • course materials • conduct of examinations

4.	**Please comment on the assessment process** Please comment on the assessment process (identifying specific modules where necessary), for example in relation to: • clarity and consistency in interpretation of standards within the assessment process • quality of marks and appropriateness of mark distribution • general comments on the type, suitability and effectiveness of assessment.

5.	**Please comment on student performance.** • quality of knowledge and skills demonstrated • strengths and areas requiring improvement of the group as a whole and any comments deemed necessary regarding individual students • success and failure rates • overall performance in relation to other institutions • general comments regarding student performance.

6.	**Please comment on the Board of Examiners and meetings** • clarity and consistency in interpretation of assessment regulations • organization and administration.

7.	**Have issues identified in previous reviews been addressed? Has other feedback been reflected in annual program/module reviews?**

8.	**Concluding Comments** Please comment on the following: • assessment regulations at module level • areas to be commended and expanded into other programs • recommendations or any suggestions you have for improvement of the Institute's processed • recommendations or any suggestions you have for improvement of assessments • progress on recommendations and feedback made in the preceding year • recommendations not accepted and how this was resolved • any other comments regarding the program, module and lecturer

9.	**External Examiners in the Final Year of Office** Please provide an overview of your term in office and comment on the Institute's progress during your term.

Name		**Date**	
Signature			

REPORT OF EXTERNAL EXAMINER

[To be submitted by the external examiner to the Head of School by 20th June annually]

Part 1   Details of programme

Programme Code and Title	
Academic Year	
Subject(s)/ module(s) and Year(s) of programme examined	
Details of Duties undertaken	
Date(s) of Visits	

Part 2   Examiner's report on Programme

Did you receive the Student Handbook and programme learning outcomes? Yes / No

Please comment on (if applicable):

Timeliness, presentation, standard of questions, appropriateness in respect to learning outcomes being measured of examination papers / assessment briefs
Marking Schemes and Worked Solutions
Structure and organisation of the examination
Presentation of Student Work
Was the quality of student work in line with your expectations for a programme of this level
Overall performance / Academic Standard of candidates in relation to their peers nationally and international

Part 2 (continued)

Your general opinion of the programme and the quality, fairness and consistency of the assessment strategies used in measuring the stated module learning outcomes and overall programme learning outcomes
Suggestions to improve the assessment of students on the programme
Suitability of Learning and Teaching Methods Used

Aspects worthy of recommendation / Examples of Best Practice
Feedback received from the School on implementation of previous recommendations
If this is your first year of appointment, please comment on the adequacy of briefing materials. Is there any additional information which you would have liked to receive?
Other Comments / Observations
Any matters you wish to being to the attention of the Programme Committee and School
Any matters you wish to bring to the attention of the College / Institute

[Please comment on other relevant issues, adding further pages as required.]

Part 3 External Examiner Details

Name	
Address	
Year of appointment as examiner	

Signature   ....
External examiner   Date

General comments including special circumstances impacting on class group, exceptional or poor performance in particular subjects or elements of examination, or overall results, etc.

Comments by Programme Chair

....

....

....

....

Signature ....
                          Programme Chair   Date

Comments by Head of School

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....

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Signature ....
                          Head of School   Date

Comments by Director of College

....

....

....

....

Signature ....
                          Director of College   Date

Appendix S   ADMINISTRATIVE PERSONNEL SELF-EVALUATION & SUGGESTIONS REPORT

ΣΤΟΙΧΕΙΑ ΔΙΟΙΚΗΤΙΚΟΥ ΠΡΙΣΩΠΙΚΟΥ		
Όνομα (μόνο το επίθετο σε ΚΕΦΑΛΑΙΑ γράμματα)		Περίοδος Εργοδότησης (π.χ. Oct 2008 – May 2009)
Υπεύθυνος ☐ ΟΧΙ ☐ ΝΑΙ		Κατάσταση Εργοδότησης ☐ Πλήρης ☐ Μερική

ΘΕΣΗ ΚΑΤΑ ΤΗΝ ΠΕΡΙΟΔΟ ΑΞΙΟΛΟΓΗΣΗΣ			

ΠΡΟΣΟΝΤΑ ΚΑΤΑ ΤΗΝ ΠΕΡΙΟΔΟ ΑΞΙΟΛΟΓΗΣΗΣ			

ΚΥΡΙΑ ΚΑΘΗΚΟΝΤΑ ΚΑΤΑ ΤΗΝ ΠΕΡΙΟΔΟ ΑΞΙΟΛΟΓΗΣΗΣ			

ΠΤΥΧΕΣ ΑΞΙΟΛΟΓΗΣΗΣ

1. **ΣΧΟΛΙΑ ΣΧΕΤΙΚΑ ΜΕ ΤΑ ΚΥΡΙΑ ΚΑΘΗΚΟΝΤΑ ΚΑΙ ΤΙΣ ΕΥΘΥΝΕΣ ΣΑΣ**

   Γράψετε οτιδήποτε σχόλια έχετε για τα κύρια καθήκοντα και ευθύνες σας. Π.χ. Αν έχετε πολλά καθήκοντα και ευθύνες, αν εισηγείστε άλλη κατανομή καθηκόντων, αν θέλετε περισσότερα καθήκοντα κ.α.

2. **ΑΞΙΟΛΟΓΗΣΗ ΤΗΣ ΑΠΟΔΟΣΗΣ ΣΑΣ**

   I. Προσωπικά, Επικοινωνιακά και Κοινωνικά Προσόντα

   Πώς θα αξιολογούσατε την απόδοση σας σύμφωνα με τα καθήκοντα και τους στόχους σας έχοντας ως γνώμονα τα ακόλουθα: Αν παίρνετε πρωτοβουλίες, αν είστε ευέλικτος χαρακτήρας και αν προσαρμόζεστε εύκολα σε καινούριες καταστάσεις, αν έχετε την αίσθηση της ευθύνης, αν έχετε πάθος για τη δουλειά σας και αν είστε συνεπής, προφορική επικοινωνία, γραπτή επικοινωνία, επικοινωνία στην Αγγλική γλώσσα, γνώση των κύριων λογισμικών για τα καθήκοντα σας, συνεργασία με το υπόλοιπο προσωπικό, συνεργασία με το διοικητικό προσωπικό, με τους φοιτητές και πως αποδέχεστε την κριτική ως μέσο βελτίωσης.

   II. Ηγετικά Προσόντα (να συμπληρωθεί μόνο από Υπεύθυνο Τμήματος)

   Πώς θα περιγράφατε, χαρακτηρίζατε και αξιολογούσατε τον εαυτό σας με βάση τα ακόλουθα: προγραμματισμός / οργάνωση, ανάθεση ευθυνών, λήψη αποφάσεων, επίλυση προβλημάτων, διαχείριση διάφορων διαθέσιμων εκπαιδευτικών μέσων, προώθηση αλλαγών.

3. **ΕΙΣΗΓΗΣΕΙΣ ΓΙΑ ΒΕΛΤΙΩΣΗ ΤΟΥ ΚΟΛΕΠΙΟΥ**

   Παρακαλώ όπως αναφέρετε τις εισηγήσεις σας για την βελτίωση του Κολεγίου συνολικά. Π.χ. Ανάπτυξη νέων εργασιακών μεθόδων, εισαγωγή νέων λογισμικών, νέα τεχνολογία, νέα μεθοδολογία διεκπεραίωσης εργασιών σας κ.α.

4. **ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΑΝΕΛΙΞΗ**

   Παρακολούθηση Σεμιναρίων ή Συνέδριων
   Αναφέρετε εάν έχετε παρευρεθεί σε οποιαδήποτε σεμινάρια ή συνέδρια σχετικά με το τομέα ειδίκευση σας ή αν παρακολουθείτε οποιαδήποτε μαθήματα αυτήν την περίοδο. Επίσης αναφέρατε οτιδήποτε άλλο σεμινάριο ή πρόγραμμα σπουδών που θα θέλατε να παρακολουθήσετε για περεταίρω επιμόρφωση στον τομέα σας. Π.χ. Νέα λογισμικά συστήματα, Αγγλική γλώσσα, κ.α.

Υπογραφή – Διοικητικού προσωπικού	Ημερομηνία

Appendix T   ADMINISTRATIVE PERSONNEL EVALUATION REPORT
ΑΞΙΟΛΟΓΗΣΗ ΑΠΟΔΟΣΗΣ ΕΡΓΑΖΟΜΕΝΩΝ

ΟΝΟΜ/ΜΟ:

ΘΕΣΗ:

ΗΜΕΡΟΜΗΝΙΑ ΠΡΟΣΛΗΨΗΣ:

ΚΡΙΤΗΡΙΑ ΑΞΙΟΛΟΓΗΣΗΣ	ΙΚΑΝΟΠΟΙΗΤΙΚΗ (Χρειάζεται βελτίωση)	ΚΑΛΗ (Ανταποκρίνεται στις απαιτήσεις της θέσης)	ΠΟΛΥ ΚΑΛΗ (Υπερέχει σημαντικά των απαιτήσεων της θέσης)	ΣΧΟΛΙΑ	
Παραγωγικότητα					
Ομαδικότητα					
Επίλυση Προβλημάτων					
Πρωτοβουλία					
Επικοινωνία					
Αντοχή στην πίεση					
Ηγετική Ικανότητα					
ΣΥΝΟΛΑ:				ΓΕΝΙΚΟ ΣΥΝΟΛΟ:	

Ικανοποιητική: 7 – 10	Καλή: 11 – 17	Πολύ Καλή: 18 – 21

Βαθμολογία Αξιολόγησης: 1, 2, 3, 4, 5 με το 1 να είναι το πιο χαμηλό και το 5 το πιο ψηλό

Παρατηρήσεις:

Διευθυντής/τρια:

Ονοματεπώνυμο & Υπογραφή

ΠΡΟΤΥΠΑ ΑΠΟΔΟΣΗΣ ΕΡΓΑΖΟΜΕΝΟΥ
- ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΣΥΜΠΕΡΙΦΟΡΕΣ –

Πρότυπα Απόδοσης Εργαζομένων (80%)	Βαθμολογία Α Αξιολογητή	Βαθμολογία Β Αξιολογητή
Γνώση Εργασιακού Αντικειμένου (15%) - Εξαίρετη και σε βάθος γνώση τους εργασιακού του / της αντικειμένου σε συνδυασμό με ευρύτερη ενημέρωση και γνώσεις για το Τμήμα στο οποίο εργάζεται. - Πλήρης γνώση του εργασιακού του/της αντικειμένου. Αναλαμβάνει και διεκπεραιώνει δραστηριότητες και καθήκοντα με υψηλή αποτελεσματικότητα. - Επαρκής γνώση των βασικών εργασιών του αντικειμένου του/της. Αποδίδει ικανοποιητικά στα τρέχοντα καθήκοντα του /της με μικρή καθοδήγηση. - Περιορισμένη γνώση των εργασιακού του/της αντικειμένου. Απαιτείται συστηματική παρακολούθηση καθοδήγηση και περαιτέρω εκπαίδευση. - Μη επαρκής γνώση των εργασιών του αντικειμένου του/της. Απαιτείται συστηματική εκπαίδευση και συνεχής καθοδήγηση και παρακολούθηση της απόδοσης.		
Συμβολή στα αποτελέσματα του Τμήματος (25%) - Επιτυγχάνει πάντα να φέρει εις πέρας τις εργασίες που του ανατίθενται τηρώντας τα ποιοτικά πρότυπα με άριστη οργάνωση και μεθοδικότητα. Συνήθως υπερβαίνει τα αναμενόμενα ποιοτικά πρότυπα. - Επιτυγχάνει σχεδόν πάντα να φέρει εις πέρας τις εργασίες που του ανατίθενται τηρώντας τα ποιοτικά πρότυπα με πολύ καλή οργάνωση και μεθοδικότητα. Αρκετές φορές υπερβαίνει τα αναμενόμενα ποιοτικά πρότυπα. - Επιτυγχάνει κατά κανόνα να φέρει εις πέρας τις εργασίες που του ανατίθενται τηρώντας τα ποιοτικά πρότυπα με πολύ καλή οργάνωση και μεθοδικότητα.		

- Απαιτείται συνεχής καθοδήγηση και ενθάρρυνση για τη διεκπεραίωση των εργασιών που του ανατίθενται. - Χαμηλός βαθμός ικανοποιητικής διεκπεραίωσης εργασίμων από πλευράς ποιότητας των αποτελεσμάτων.		
Αποδοτικότητα εργασίας (20%) - Διεκπεραιώνει ιδιαίτερα υψηλούς όγκους εργασίας γρήγορα, με ακρίβεια και πάντα εντός των προβλεπόμενων ποιοτικών και χρονικών προδιαγραφών. - Διεκπεραιώνει ικανοποιητικό όγκο εργασίας που ξεπερνά το μέσο όρο γρήγορα, με ακρίβεια και εντός των προβλεπόμενων χρονικών περιθωρίων. - Διεκπεραιώνει τον τρέχοντα όγκο εργασίας χωρίς καθυστερήσεις και με ικανοποιητικά ποσοστά ακρίβειας. - Το προϊόν της εργασίας του συχνά υπολείπεται ποσοτικά αλλά και χρονικά του αναμενόμενου. Απαιτείται παρακολούθηση και καθοδήγηση σε τακτική βάση. - Χαμηλός βαθμός ικανοποιητικής διεκπεραίωσης εργασιών. Πάντα εκτός χρονικών ορίων.		
Προσήλωση σε θέματα Ασφάλειας (10%) - Αναλαμβάνει κάθε δυνατή ενέργεια για την προληπτική αντιμετώπιση ατυχημάτων. - Εφαρμόζει πάντα τις ενδεικνυόμενες από τον οργανισμό διαδικασίες για την πρόληψη ατυχημάτων. - Εφαρμόζει σε γενικές γραμμές την πολιτική του οργανισμού για την ασφάλεια.\ - Μη ικανοποιητική εφαρμογή των προτύπων ασφαλείας – αποκλίνει στην πράξη από τις θεσμοθετημένες διαδικασίες χωρίς ιδιαίτερο λόγο. - Σοβαρές αποκλίσεις από την πολιτική του Οργανισμού για την ασφάλεια γεγονός που έχει σοβαρές συνέπειες.		
Επαγγελματική στάση / διαγωγή (10%) - Σταθερή και συστηματική, ανεξαρτήτων συνθηκών, τήρηση των διαδικασιών, εγκυκλίων, οδηγιών σε συνδυασμό με επιμελημένη εμφάνιση, κατάλληλο ρουχισμό και ευπρεπή συμπεριφορά.		

- Κατά κανόνα, τηρεί και εφόσον του επιβάλλεται, τηρεί τις διαδικασίες, εγκυκλίους, οδηγίες συνδυάζοντας επιμελημένη προσωπική εμφάνιση και ευπρεπή συμπεριφορά. - Αρκετές φορές και εφόσον του επιβάλλεται, τηρεί τις διαδικασίες, εγκυκλίου, οδηγίες συνδυάζοντας επιμελημένη προσωπική εμφάνιση και ευπρεπή συμπεριφορά. - Απαιτείται ενημέρωση για τις διαδικασίες, εγκυκλίους, οδηγίες, παρότρυνση/καθοδήγηση για την τήρηση τους ή/και για τη βελτίωση της προσωπικής εμφανίσεων και συμπεριφοράς. - Συχνά παρεκκλίνει από τις διαδικασίες, εγκυκλίους, οδηγίες του Οργανισμού, μολονότι έχει γίνει επίπληξη.		

ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΣΤΑΣΗ ΚΑΙ ΣΥΜΠΕΡΙΦΟΡΑ

Συμπεριφορές στον Εργασιακό Χώρο (20%)	Σημειώστε το κατάλληλο επίπεδο συμπεριφοράς					
	Α Αξιολογητής			Β Αξιολογητής		
	Σχεδόν Πάντα	Συνήθως	Σπάνια	Σχεδόν Πάντα	Συνήθως	Σπάνια
Διάθεση για Συνεχή Βελτίωση (5%) **Διάθεση να κάνει πάντα καλά την εργασία του επιτυγχάνοντας βελτιώσεις και αποτελέσματα πέρα από τα αναμενόμενα**						
Ποιότητα και ακρίβεια (5%) Διάθεση να κάνει σωστά και ολοκληρωμένα τη εργασία τους / της τηρώντας τα πρότυπα ποιότητας, παρακολουθώντας και ελέγχοντας όλα τα στάδια της.						
Ομαδικότητα και συνεργασία (5%) Ικανότητα συνεργασίας με άλλους να είναι μέλος μιας ομάδας και όχι να εργάζεται μόνος το ή ανταγωνιστικά για την ολοκλήρωση ενός έργου.						
Πρωτοβουλία (5%) Ικανότητα εντοπισμού και αντίδρασης σε υφιστάμενα ή/και μελλοντικά προβλήματα, εμπόδια ή ευκαιρίες. Αναλαμβάνει τις ευθύνες των υπηρεσιακών ενεργειών του/της. Λαμβάνει σταθμευμένες αποφάσεις ανάλογα με την διοικητική του/της βαθμίδα, όπου και όποτε χρειατεί.						

CDA. COLLEGE

ΕΝΤΥΠΟ ΠΑΡΑΠΟΝΩΝ Ή/ΚΑΙ ΕΙΣΗΓΗΣΕΩΝ

Ονοματεπώνυμο:_____

Πρόγραμμα σπουδών:_____

Ημερομηνία:_____

Παράπονο / Εισηγήσεις:

(Παρακαλώ επισύναψε σχετικά έντυπα και πληροφορίες)

_____

_____

_____

_____

_____

_____

ΓΙΑ ΕΠΙΣΗΜΗ ΧΡΗΣΗ ΜΟΝΟΝ

Το έντυπο παραλήφθηκε στις: _____

Συστάσεις στάλθηκαν στον/στην: _____

Μέτρα που πάρθηκαν: _____

C.D.A.

COLLEGE

STUDENT COMPLAINT AND/OR SUGGESTIONS FORM

Name: _____

Programme/Stage: _____

E-Mail Address: _____

Date: _____

Nature of Complaint (please attach any relevant documentation)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

OFFICIAL USE ONLY

Complaint received by Head of School on: _____

Acknowledgement sent on: _____

Action Taken: _____

Students Complaint Management Procedure

The procedure applies to all complaints, including complaints which may be also classifies as allegations, made by Students or their Authorized Representative.

Procedure Overview – The Students Complaint Management procedure establishes the process for managing complaints made by students, in line with the College's commitment to natural justice and procedural fairness. The College will uphold appropriate standards throughout the complaint Management process.

Seeking help and support services

Students, before filing a complaint, can visit the Student Welfare Office and seek assistance and support.

The College has a collaboration with a Clinical Psychologist and students are referred when needed. Counseling services are free of charge for the students.

Students with learning difficulties are also advised to refer to specialized counselors in the case of severe circumstances.

The college has a special guide for Students with Special needs and learning difficulties. (easily accessed on website and library). All academic staff is aware of the special guide. Academic staff must report to the Students Welfare Office and/or the Director of campus on any incidence that seek help and assistance.

Before filing a formal complaint, students are advised to address any issues or concerns informally. They should feel free to speak with their:

- Head of the departments
- Lecturers / professors
- Student Welfare Officer

If there is no resolution of the issue then they can file formal complaint by completing a formal complaint form.

All Formal Complaints should:

- be filed within 12 months of the incident
- include a description of the complaint and when or where it happened
- whether the student has already spoken with someone
- whether he/she has already taken any other action to resolve their complaint informally
- include copies of any relevant documentation or correspondence

It important to note that Students would not suffer any form of disadvantage as a result of making a complaint. The College aims to resolve all complaints in a fair, impartial, consistent, respectful and timely manner. All information would be treated as confidential.

Once a formal complaint is filed:

- receipt of a formal complaint – formal complaints received would be recorded in the Student Complaints and Appeals Folder
- acknowledgement of a formal complaint – a student who files a formal complaint will receive a notice of receipt, usually within three (3) business days
- tracking of formal complaint – students would be informed if there would be delay in the investigation of the complaint and of all procedure steps taken by the Committee.
- Initial assessment of the formal complaint – an initial assessment of the complaint would commence. All results of the assessment either positive or negative, would be forwarded to the complainer.
- referral of formal complaint to the appropriate body for resolution
- investigation process.
- decision – at the conclusion of the investigation process, a decision would be reached and all parties would be informed.
- closure of formal complaints
- record keeping
- implementation of decision – unless otherwise determined all decisions taken after the investigation process would be implemented with immediate effect.

Appendix X   ASSESSMENT BY A MINISTRY OF EDUCATION COMMITTEE

Assessment by the Ministry of Education

(Επιθεώρηση Υπουργείου Παιδείας)

1. Register of Programmes of Studies
2. Minutes of Meetings of Committees
3. Register of Faculty Staff Qualifications
4. Students Register
5. General Control Register
6. Course Content Register
7. Final Examination Papers
8. Schedule of Marks
9. Transcripts
10. Diplomas
11. Programmes Timetables
12. Students Attendance Roster
13. For foreign students, they get the accumulate report of the month
14. They also visit a class and check the number of students present and if the Lecturer's Course outline is as per the Course Content Register.

Appendix Y   ACADEMIC HIERARCHY AND COMMITTEES FOR MONITORING EDUCATIONAL QUALITY ASSURANCE

The Academic Hierarchy and Committees at CDA College

1. THE BOARD OF GOVERNORS

The membership of the Board shall be as decided by the founder from time to time. It consists of the Chairman and three members.

The Chairman:	Christoforou Athanasios
Member:	Christoforou Goudi Chrysa
Member:	Pavlos Panayi

Secretary to the Board: Charalambous Irene

Duties and Responsibilities

- To decide the policy to be pursued by the College.
- To appoint the Director.
- To appoint the Finance Director.
- To establish and dissolve such other Committees or Councils, and their constitution as the Board deems necessary to fulfil the objectives of the College or the requirements of statute.
- To secure the financial resources to support the goals and policies of the College.
- To receive and act upon, as necessary, reports of the Academic, Administrative, Disciplinary and Finance Committees.
- The Board shall meet not less than twice per academic year.

2. THE FINANCE COMMITTEE

The Finance Committee shall operate under the Chairmanship of the Financial Director.

The membership of the Committee shall be as decided by the Board at Governors, but as all times shall include:

- The Finance Director
- The Chairman of the College
- A member of the Governors

DUTIES AND RESPONSIBILITIES:

The Committee shall be responsible to the Board of Governors for:

- the financial stability of the College

- the preparation of an annual budget and its subsequent control
- the financial support necessary for the proper operation of the programmes of study
- the operation of the accounting system within the College and its annual audit
- the terms of contracts and conditions of employment of staff the remuneration and other benefits of the staff.

3. **THE ACADEMIC COMMITTEE**

The membership of the Committee shall be as decided by the Board of Governors. Members:

- The General Director (Academic Affairs & Administration)
- The Assistant Director (Admissions)
- The Finance Director
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Director of International Affairs
- The Heads of the Departments
- Two members of the faculty
- One member of the Administrative Staff
- The Librarian
- One member of the Students Union.

DUTIES AND RESPONSIBILITIES:

- To make recommendations to the Board of Governors for the board academic policy to be pursued by the College.
- To receive reports from its standing Subcommittees and to make recommendations there on.
- To receive reports from the Assessment Board to note.
- To receive qualitative reports upon the operation, of the academic and professional programmes offered by the College, and to make recommendations thereon.
- To receive and consider reports upon the academic progress of the student body.
- Assessing existing and developing new programs of study.
- Setting up and continuously monitoring academic standards.
- Setting up and supervising the implementation of admission requirements.
- Reviewing regularly the college admission requirements.
- Developing, assessing and modifying methods of teaching.
- Setting up examination procedures and regulations.
- Upgrading methods of student assessment.
- Establishing the graduation requirements for all degrees and diplomas.
- Modifying, reviewing, developing and accessing programs of study.
- Establishing criteria for scholarships and awards.
- Allocating academic responsibilities to members of the faculty.
- Dealing with all matters affecting educational policy and
- Recommending the recruitment of new faculty members.

- The Committee shall normally meet not less than two times per academic year.

The Committee may refer such matters to its Standing Committee as are consistent with its, and their responsibilities, and as decided by the Director.

4. THE ADMINISTRATIVE COMMITTEE

The membership of the Committee shall be as decided by the Board of Governors. Members:

- The General Director (Academic Affairs & Administration)
- The Assistant Director (Admissions)
- The Finance Director
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Director of International Affairs
- The Registrar
- The Librarian
- The Technical Manager
- The Heads of the Departments
- Two members of the faculty
- Two members of the Administrative Staff
- Two members of the Students Union

DUTIES AND RESPONSIBILITIES:

- To make recommendations to the Board of Governors for the broad administrative policy to be carried out by the College.
- To receive reports from its standing Subcommittees and to make recommendations there on.
- To receive qualitative reports upon the operation, of the academic and professional
- To receive and consider reports upon the conduct in general of the student body.
- The Committee shall normally meet not less than three times per academic year.

5. THE DISCIPLINARY COMMITTEE

The membership of the Committee shall be as decided by the Board of Governors. Members

- The General Director (Academic Affairs & Administration)
- The Director of each campus
- The Director of International Affairs
- The Assistant Director (Admissions)
- Three Heads of Department
- Four faculty members
- Two members of the Student Union

DUTIES AND RESPONSIBILITIES:

The Committee shall report, and make recommendations, to the Director on
- student affairs in conflict with the Code of Student Conduct
- any breach of the Assessment Regulations.

How the Academic, Administrative and Disciplinary committees' function;

The Committees meet regularly, at least 4 times a year, after invitation of their Chairman. The invitation of the members of the Committee and the subjects of the daily agenda in the regular meeting are made known in writing, at least one week prior to the meeting day of the Committee.

The Committees are in quorum when at least half of its members plus one are present. The decisions of the Committees are taken by a simple majority of the present members. If there is a tide vote, then the decision of the Chairman of the Committee is taken into consideration.

The decisions of each Committee are taken down in the special minute's book by the Chairman and the secretary. A member of the Teaching Staff acts as the secretary of the Committee, after being elected by the Chairman during the first meeting of the Committee. The Chairman is responsible of keeping the minutes.

Because of the small size of the College, the Academic and the Administrative Committee are the same for the place of business as well as for its branches. However, there are four different Disciplinary Committees – one for the place of business in Nicosia, one for the Limassol branch and one for the Larnaca branch and one for the Pafos branch.

6. THE PROFESSIONAL PROGRAMMES STANDING COMMITTEE

- The Head of Department – Chairman
- The Course Co-ordinator
- The members of staff substantially involved on the programme
- One member of Student's Union

DUTIES AND RESPONSIBILITIES:

To report and make recommendations to the Academic Committee on:

- the establishment and maintenance of academic quality within the College educational programmes
- the development of the existing professional and the introduction of new programmes of study

- considering and making recommendations upon, the assessment policy to be conducted within the College.
- Assessing existing and developing new professional programs of study.
- Setting up and continuously monitoring academic/professional standards.

7. THE STAFF DEVELOPMENT STANDING COMMITTEE

- The General Director
- The Registrar
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Director of International Affairs
- The Head of Departments
- Two faculty members
- One member of the Student's Union

DUTIES AND RESPONSIBILITIES:

To report and make recommendations to the Academic Committee on:

- the sufficiency of the staff necessary to support the programmes of study in order to achieve the stated aims of the College
- satisfactory procedures for the selection, appointment personal and professional development and personal evaluation of staff
- the operation and effectiveness of the staff self-evaluation plans and any action that should flow from it
- the policy for the appointment of part time members of staff
- the sufficiency of the staff necessary to support the administration and operational efficiency of the College as a whole.

8. THE RESOURCES STANDING COMMITTEE

- The General Director (Academic Affairs & Administration)
- The Technical manager
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Director of International Affairs
- The Librarian
- Two Heads of Department
- One member of Student's Union

DUTIES AND RESPONSIBILITIES:

To report and make recommendations to the Administrative Committee on:

- the condition and maintenance of its building stock and any alterations necessary to improve and support the teaching activity

- the sufficiency and suitability of the equipment necessary for the implementation of the programmes of study
- the sufficiency and suitability of the accommodation necessary for the location of the programmes of study
- the smooth running of the operations of the College

9. THE LIBRARY STANDING COMMITTEE

- The Librarian (Chairman)
- Two Heads of the Departments
- Two members of the Student's Union.

DUTIES AND RESPONSIBILITIES:

To report and make recommendations to the Administrative Committee on:

- the literary stock necessary to support the professional needs of the programmes of study
- the personnel required to support the efficient operation of the library
- the teaching and learning equipment necessary to support the programme of study
- the mode of the library as a learning resource.

10. THE STUDENT AFFAIRS STANDING COMMITTEE

- The Registrar
- The General Director (Academic Affairs & Administration)
- The Assistant Director for Admissions
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Director of International Affairs
- Three Heads of Department
- Two members of the Administration Staff
- Two members of the Student's Union

DUTIES AND RESPONSIBILITIES:

To report and make recommendations to the Academic Committee on:
- the preparation of the Student Handbook
- policies to be pursued to raise the quality of student life and enhance staff/student relationship
- the implementation and review of the Code of Student Conduct.

11. THE INTERNAL QUALITY ASSURANCE COMMITTEE (IQAC)

- 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 for Masters two students (one bachelor and one master).

The Internal Quality Assurance Committee shall be decided by the Board of Governors.

- The IQAC shall meet regularly, at least 6 times a year. Additional meetings are set before each External Accreditation after invitation of their Chairman. The invitation of the members of the Committee and the subjects of the daily agenda in the regular meeting are made known in writing, at least one week prior to the meeting day of the Committee.
- The Committees are in quorum when at least half of its members plus one are present. The decisions of the Committees are taken by a simple majority of the present members. If there is a tide vote then the decision of the Chairman of the Committee is taken into consideration.
- The decisions of each Committee are taken down in the form of minutes. A member of the Teaching Staff acts as the secretary of the Committee, after being elected by the Chairman during the first meeting of the Committee. The Chairman is responsible of keeping the minutes.
- The members of the IQAC are written down in the internal regulations of the College and are published in the College Website.

DUTIES AND RESPONSIBILITIES:

- Responsible to apply all the requirements mentioned in the article 12 & 14 of educational quality assurance set by The Cyprus Agency of Quality Assurance and Accreditation in Higher Education.
- Coordinate the preparation of Self-evaluation Reports related to the External Accreditations
- Responsible to prepare the General Accreditation Reports of the College to be sent to "Foreas"
- In the General Accreditation Reports should include the internal mechanisms maintaining the quality assurance in the College
- It controls the general direction of instruction, research, and examination, and awards degrees, diplomas and certificates as well as receive reports from all standing and special committees. For the time being, It undertakes the following:
- approves the organisation of faculties, institutions, and other academic units;
- plans, develops and reviews academic programmes;
- regulates the admission of persons to programmes of study and their attendance at such programmes and examinations;
- appoints and instructs examiners and Boards of Examiners, and oversees examinations;
- awards degrees, diplomas, certificates, scholarships, prizes, and medals;
- to review, evaluate and recommend changes to the general curriculum structure:
- existing and new programmes of studies

- consider and approve minor changes to programmes requirements regarding curriculum and assessment as well as to approve new modules within existing programmes;
- set guidelines and procedures pertaining to the administration of programmes, examinations;
- approve results of the students and award degrees to students who meet the degree requirements in accordance with the Regulations.
- establish guidelines and procedures pertaining to the administration of programmes and graduate student matters;
- approve the allocation of the Research Scholarship budget
- review and evaluate other educational policy issues including admissions and advance placement criteria, calendar, issuance of degrees, and rationalisation of teaching across departments.
- evaluates and recommends changes on the teaching methods of each programme
- they receive relevant information from the Faculty Evaluation
- evaluates the staff teaching behavior and methods.

The outcomes are regularly monitored and evaluated through:

- the 30 quality assurance mechanisms outcomes
- Student Complaint Form
- The College will also introduce the Surveys and Opinion Polls by current students and Alumni Opinion Polls.
- Students' Faculty Evaluation Results
- Faculty Classroom Observation Results
- Faculty Other Academic Matters Results
- Faculty Overall Evaluation Results
- Internal Examiner's Comments

12. THE INTERNAL QUALITY ASSURANCE COMMITTEE BY DEPARTMENT

- a) the President or Vice President of the Department / Division
- b) a member of the Departmental / Sectoral academic staff, preferably experienced in quality assurance procedures
- c) an undergraduate or a student of the Department / Sector who is in the third year of study.

13. THE FINAL PROJECT (THESIS) COMMITTEE (FPC)

- The Director of the Campus (Chairman)
- The Head of the Department
- The Supervisor of the Project
- One Member of the Teaching Staff

DUTIES AND RESPONSIBILITIES:

- It comprises of 3 faculty members, the head of the programme, the Thesis Supervisor and another faculty member of the programme.
- They meet once or twice per year to review the final projects
- They assess/evaluate the graduate students' final projects/thesis/work

14. THE STUDENTS' TRANSFER COMMITTEE (STC)

- The Director of the Campus (Chairman)
- The Assistant Director (Admissions)
- The Director of International Affairs and course coordinator
- The Head of the Department
- The Head of the Administration
- One member of the faculty staff

DUTIES AND RESPONSIBILITIES:

- It comprises of 3 faculty members, the head of the programme, the Thesis Supervisor and another faculty member of the programme.
- They meet once or twice per year to review
- They compare and assess the transfer students' certificates, diplomas and detail transcript with the relevant programme of studies.

15. THE RESEARCH COMMITTEE

- The Head of the Research Centre
- The Nicosia, Limassol, Larnaca and Paphos Precinct Principal
- The Heads of the Departments
- Three Members of the Teaching Staff

DUTIES AND RESPONSIBILITIES:

- It's conducted once per semester
- To carry out academic research in order to support the college's teaching and project activities.
- To carry out pure research in collaboration with domestic and international institutions, in order to enhance expertise of the Research Team of the College.
- To undertake research projects covering issues, that have an impact on the Social, Economic and Technical developments of the Public and Private sectors in Cyprus and abroad; and
- To Provide Independent Research Services to external organizations.
- Committed to developing and promoting research activity.
- Research and advancement of knowledge as intellectual activities, are an integral part of our educational environment that fosters innovation and enthusiasm for excellence.
- All the Lecturers should undertake research each year and the research department will keep records for each research output.

- Lecturers will get teaching hours off for the research undertaken or an amount paid for a completed research is based on the research length and quality.
- Additionally, lecturers will get extra payment if they entered into EU Funding Research Projects.
- Encourage lecturers to participate to seminars and all expenses paid by the college.
- To established collaborations with research centres abroad.
- Attendance at local relevant conferences, seminars, lectures, symposia is encouraged and strongly recommended.
- The College encourages and supports its faculty members to gain national and international recognition for excellence in their areas of expertise.

16. THE COORDINATORS OF THE PROGRAMS OF STUDY

1. **Sectetarial Studies and Higher Diploma in Office Administration**

   Evi Papachristiforou - Nicosia
   Chrysi Michaelidou - Limassol
   Katerina Ioannou – Larnaca
   Dr. Georgios Mbosmalis – Pafos

2. **MBA Master in Business Administration and BA Bachelor in Business Administration**

   Dr. Nicos Rodosthenous - Nicosia
   Dr. Iosif Kafkalas - Limassol
   Dr. Amvrosios Prodromou - Pafos

3. **BA Bachelor in Police Management**

   Christina Agathangelou - Nicosia - Limassol

4. **BA Bachelors in Travel and Tourism Management**

   Marilia Kountouridou - Limassol - Pafos
   Dr. Nicos Rodosthenous – Larnaca

5. **Diploma in Travel and Tourism Administration**

   Soteroulla Christodoulou - Larnaca
   Antonis Antoniou - Limassol

6. **Diploma in ICT Information and Communication Technology**

   Dr. Pavlos Panayi –- Nicosia
   Olga Pelekanou - Limassol

7. **BA Aesthetics & Certificate in Make up & Nail Artist**

   Andri Pattichi – Larnaca – Irene Tziortzi (Certificate)
   Fani Xanthopoulou - Limassol
   Chara Panagiotou - Nicosia
   Andri Ioannou - Pafos (BA Aesthetics) – Evangelia Neofytou (Certificate)

8. **Master of Science in Stress Management and Wellness in Health Promotion**
   Dr. Aristoniki Theodosiou

9. **Higher Diploma in Hairdressing**

   Georgia Stylianou - Nicosia
   Anthia Pisiara Limassol
   Irene Tziortzi - Larnaca
   Evangelia Neophytou - Pafos

10. **Funeral Services**

    Dr. George Mbosmalis– Pafos

11. **Certificate in Health Care Support Provider**
    Konstantinos Michail – Dr. Anestis Vasiliou – Nicosia

Appendix Z   INTERNAL MONITORING ISSUES OF THE PROGRAMS OF STUDY

A. Administration Data

1. Title and level of programme of study
2. CDA College, Nicosia, Limassol, Larnaca, Pafos

B. Evaluation of Content of Programme Error! Bookmark not defined.

3. Aims, objectives and overall identity of programme
4. Proposed Student intake
5. Admission Criteria and admissions process (comments on the involvement of the teaching staff in the admissions process)
6. Target audience (home and international students)
7. Structure of programme
8. Learning outcomes (overall programme, individual modules)
9. Practical-Industrial component (if applicable)
10. Project work (dissertations, group work, theses)
11. Implementation of ECTS requirements
12. Generic Skills and competencies that the programme aims to provide
13. Research-related aspects of programme
14. Overall suggestions for improving the identity, aims, content and target audience of the programme.

C. Self-evaluation of Programme

15. Internal mechanisms for evaluating the quality of the programme and the student and staff satisfaction, and the adequateness of these mechanisms
16. Internal procedures for reviewing the programme

D. Relations of Programme with other Programmes of the College

17. Comments regarding related programmes currently approved

E. Impact of Programme

18. Societal needs covered by the programme (perceived employability of its graduates at home and abroad).

19. Scientific impact of programme (locally and elsewhere)

F. Learning Resources supporting the Programme

20. Programme Coordinator (name, academic rank, specialization and its relevance to proposed programme, other commitments).

21. Other teaching staff

22. Please comment on other commitments and overall research activity of the teaching staff including the percentage of: (a) visitors or part-time staff on the teaching staff of the programme and (b) teaching staff from other departments of the College

23. Additional teaching staff required to fully support the programme

24. Other learning resources

25. Student support for covering foundational gaps (language problems, relevant background) and/or learning difficulties.

26. Additional support to students with special needs

27. Overall suggestions for improving the learning resources of the programme and the student support**.**

G. Recommendations of the Internal Quality Assurance Committee

28. Overall observations and recommendations pointing out weaknesses, strengths and actions taken for improving the quality of the program. For improving the learning resources of the programme and the student support.

29. Overall observations and recommendations pointing out weaknesses, strengths and actions for improving the quality of the program.