

Doc. 300.1.2

Higher Education Institution's Response

Date: 02/07/2021

- **Higher Education Institution:**
CDA College
- **Town:** Nicosia
- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

«Βοηθός Φροντίδας Υγείας» (2 Χρόνια, 120 ECTS
Δίπλωμα)

In English:

“Health Care Support Provider” (2 Years, 120
ECTS, Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** New



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

Findings

It was the view of the EEC that there are many different activities, procedures and sources of information relating to quality assurance. But as it is a new programme it was not always clear how these would work in practice. In particular, it was thought that the existing system was very complex, with too many sub-committees. These could be streamlined and better tailored to the training of future health care professionals. A leaner system should be adopted and the programme should sit within a department with responsibility for quality assurance. The limited number of lecturing staff on the programme should not be expected to manage the own quality assurance for the programme, in addition to very onerous teaching responsibilities. Student involvement in quality monitoring (in a formal way) is also unclear and strongly recommended by the EEC.

The programme corresponds to level 5 of the European Qualifications framework EQF, which refers to the ability of the learner to “exercise management and supervision in contexts of work or study activities where there is unpredictable change as well as to review and develop performance of self and others”. Moreover, the programme corresponds to level 5b (Post-secondary certificates and diplomas -two years) of the Cyprus National Qualifications Framework (NQF).

A key concern is that the tasks of this new group of health professionals do not match the educational competencies described (these are formulated at too complex a level). Also, the competencies at the individual course level (including assessment and teaching methods) are poorly linked to the training competencies. It appears that (1) roles/responsibilities, (2) programme-specific competencies, (3) course-level competencies, (4) teaching methods, and (5) evaluation/assessment methods have been developed separately.

From the documentation and meeting with the selection of students on other programmes we were able to interview, it was not immediately clear how students would be involved in quality assurance processes and how student input and feedback would be used to inform and improve the content of teaching, learning and enhance the student experience. We found that there was no formal student involvement in setting the strategic goals of the programme. Students were not involved in the formal decision-making bodies of the school/program. At the very least they were unable to confirm such involvement.

It was unclear which department would host the course and as the institution has not had prior experience of delivering professional health programmes. This may create difficulties in ensuring and alignment with the needs of the health system. There were also concerns about whether there is sufficient expertise in the area of health care (at the school policy level) to set up this programme. This is the first program in this area. It will be important to forge good partnerships and be active in networks to bring the necessary professional expertise into the school.

As this is a course for training future health care professionals, there were concerns that it had not been accredited or licensed with an appropriate professional body. In relation to this, the committee questioned whether the title of the course Health Care Provider – since this title could also apply to a range of other health care providers such as physicians, nurses, physiotherapists etc. All duties described in the supporting documentation are activities performed by other Health Care Support (auxiliary) staff and the committee thought that the term “Support” should be incorporated in the title of the programme.

It was felt that an in-depth knowledge of research methods is not required on this programme and that the research methods course should be replaced with a course focused on evidence - based practice. This would focus more on developing skills in relation to critical reflection, creative thinking, searching the scientific literature, the evaluation of research data /evidence and practical/ethical decision-making in clinical settings.

Strengths

As the institution has a long history of education and teaching it was thought that many of the existing systems of quality assurance and student feedback and involvement could be used and adapted for the needs of this programme

Notwithstanding the committees' concerns about the lack of professional accreditation, it was recognised that the programme had been developed in response to a need in the health system for more trained health care professionals with skills and competencies in these areas.

The students participating in the virtual onsite visit (taking other programmes at the institution), were very complementary about their overall experience, including the quality of teaching, content of courses, physical, computer/library resources and wider student support services.

Areas of improvement and recommendations

The EEC recommends the following

1. Quality assurance processes should be streamlined with policies, systems and procedures put in place so that the experience and feedback from students would be used to inform the content and development of the course. The course should comply with all relevant elements of the EQF. The quality improvement process should be described more clearly. For example, what is the process how the problems are solved if identified using QA procedures.
2. The institution needs to recruit and train more staff with a background and experience in the health care sector and disciplines related the teaching health care professionals. In particular, there is a lack of instructors who have expertise in healthcare, communication, interprofessional communication/collaboration, legal aspects and organisation of healthcare, ethics of care, etc. The profiles of the teachers who will provide the training do not sufficiently fit this. We also lacked evidence on didactic skills. Given the specific group of students, these teaching skills will be very important.
3. A wide range of health professional bodies and stakeholders should be used to develop the curriculum and content of the course so that it better meets the needs of the health system and future health care professionals. We recommend the establishment of a departmental committee. This committee can advise on the program, the structure, the organization, the connection with the needs of the health care system in Cyprus, etc. Perhaps even users (patients) can be included in this committee? This is an important recommendation.
4. There should be attempts to accredit/license the course with an appropriate professional body.
5. The name of the course should be changed from “Health Care Provider” (in Greek: “Φροντιστής Υγείας”) to “Support Care Provider” or “Health Care Support Provider” (in Greek: «Βοηθός Φροντίδας Υγείας») as this better reflects the roles, duties and tasks of graduates of the programme.

6. The term ‘Nursing’ could be omitted because the curriculum of the study program misleadingly as this is not a nursing curriculum and we suggest the following changes to individual course titles:
- “Gerontological Nursing” could be changed to “Supportive care of older people” (in Greek: Υποστηρικτική Φροντίδα Ηλικιωμένου)
 - “Community Nursing” could be changed to “Health Care Support in the Community” (in Greek: Υποστηρικτική Φροντίδα Υγείας στην Κοινότητα)
 - “Pathological Nursing” could be changed to “Health support of individuals with internal-medicine diseases” (in Greek: Υποστηρικτική Φροντίδα Παθολογικού Ασθενή)
 - “Surgical Nursing” could be changed to “Perioperative Health Care Support” (in Greek: Υποστηρικτική Περιεγχειρητική Φροντίδα)
 - “Psychiatric Nursing” could be changed to “Supportive Care of individuals with Mental Health Problems” (in Greek: Υποστηρικτική Φροντίδα Ατόμων με Προβλήματα Ψυχικής Υγείας)
 - “Pediatric Nursing” could be changed to “Children Health Care Support” (in Greek: Υποστηρικτική Φροντίδα Υγείας Παιδιών)
 - “Research Evidence in Health Sciences” could be changed to Evidence Based Practice in Supportive Health Care” (in Greek: “Τεκμηριωμένη Πρακτική στην Υποστηρικτική Φροντίδα Υγείας”)

Response of the Higher Education Institution (HEI)

First of all, we would like to clarify that the program under accreditation will be taught in the Greek language. The members of the EEC committee were English speaking and the accreditation was conducted in English. This was a problem because from the beginning there was a confusion on the title of the programme. The Greek title of the programme was «Φροντιστής Υγείας» and it was developed as per the needs, duties and responsibilities published by the health care sector and Cyprus Health Care Organisation (Appendix 1 & (<https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>)). The EEC was not aware of the Cyprus Health care system and they were always comparing this 2-year vocational programme with a foreign health care system which is not the same in Cyprus.

We ought to point out that the program does not intend to prepare students to be nurses but to offer assistance to nurses and support in a ward in general. They are not allowed by law to give medicines or treat a patient. In other words, all chosen instructors have the necessary skills and qualifications to teach the specific group of students.

1. Concerning CDA College’s Quality assurance system, we disagree with the EEC because CDA College has a very good quality assurance system. The College has an Internal Quality Evaluation Committee who is responsible in keeping the educational quality in all the accredited programmes of study at the College. (Appendix 2). The College has 43 accredited programmes of study by CYQAA and all the previous EEC committees praised our quality assurance system. Our quality assurance system consists of committees, processes and mechanisms on supervising the educational quality of all the accredited programmes of study at the College and the students always participate in many quality assurance mechanisms and the feedback and reports are analyzed and corrective actions are taken every semester. Moreover, the College has developed a booklet with all the mechanisms and processes of the Quality assurance system. As soon as a programme of study is accredited all the quality assurance mechanisms will be applied. Quality assurance mechanisms such as faculty evaluation by the students, faculty classroom observation, Students’ Feedback/suggestions regarding the program of studies, also regarding each course separately, Faculty self-evaluation and suggestions etc. When all the feedback from students and lecturers is gathered, will be analysed by the Internal evaluation committee and set the appropriate solutions and take corrective actions on the further development/upgrading of specific courses or a programme of studies. (Appendix 3)

2. As per the EEC's suggestion, the College has recruited two (2) more qualified lecturers with general nursing background and many years of clinical experience in the health care sector. More precisely they have a clinical expertise in pediatrics and surgical wards respectively. Moreover, all the lecturers employed are very qualified with many years in the health care sector. In particular, our instructors are experts in healthcare, communication, interprofessional communication/collaboration, legal aspects and organization of healthcare, ethics of health care, etc. CDA College has a long history, 45 years, offering 43 accredited programmes of study to the higher education in Cyprus. We have very qualified and experienced academic staff in all our programmes. Specifically, in the programme under accreditation the lecturers employed are very qualified with a lot of experience in the health care system of Cyprus and they also apply diversified didactic skills and innovative teaching pedagogical methods. (Appendices 4, 5, 6, 7, 19, 20, 21)

Furthermore, the instructors who would be teaching the specialization courses have many years of experience in the Health Care System of Cyprus. It is important to indicate that in Cyprus all those who graduated from the Nursing School were admitted to a Higher Diploma in General Nursing and after the closing down of the Nursing School the Higher Diploma was upgraded to a Bachelor's Degree (4-year program of study). What it is more important to note is that all lecturers during their studies they received a round up education. In other words, besides the theoretical part, all of our lecturers had to work in various departments / wards of a hospital. Thus, they gained practical experience in all specialties (e.g. pediatrics, surgical nursing, oncology etc.) Moreover, from a nurse perspective they have the knowledge to teach future students who might want to become an auxiliary nurse/supportive staff because they know exactly the type of help a nurse needs at all times.

We would like to specify that the programme already has a course on communication. The course EΠΙ201 Communication Skills and Techniques and it will be taught by Mr. Constantinos Michael in the 2nd semester. Mr. Michael has 6 years of teaching experience in psychology and communication skills courses. Additionally, the specific course includes topics on Health care and interpersonal communication.

Nonetheless, as it regards legal aspects and ethics, these issues are discussed in depth in the course ΦΠΥ305 Legal, Bioethical and Ethical issues in health and they will be taught by Mr. Andreas Pechides in the 3rd semester. Mr. Pechides has 7 years of teaching experience in the higher education and he is highly qualified with many years of clinical expertise in all the departments in the health care sector in Cyprus. (Appendices 6 & 21).

3. We would like to mention that in creating the curriculum and content of the programme, it was in collaboration with a wide range of health care sector professionals, institutions and stakeholders, such as General government hospital, Cyprus Health care organization, private hospitals and elder institutions (Appendices 8, 9, 10). Moreover, CDA College established internship agreements with various health care institution. The agreements with these health care professional are very important because they are experts in the health care sector in Cyprus with the necessary professional expertise and they will assist us in the further enhancement of the current programme of studies. The programme is designed based on the needs and the published duties and responsibilities of the job vacancies by the Cyprus health care organization. (Appendix 1 & <https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>) Furthermore, The College has also conducted a feasibility study for the specific programme of studies. (Appendix 11). As per the directions of the Cyprus CYQAA, CDA College has established an Internal Quality Evaluation Committee followed by the establishment of Departmental Committees in all our accredited programmes of study. (Appendix 12). Moreover, as shown on the organizational structure of the College, the current programme is a separate department and as soon as it is accredited a departmental committee will be formed. (Appendix 13)

4. As per the Cyprus health care system, there is no appropriate professional body licensing the job of the “Health Care Support Provider” – («Βοηθός Φροντίδας Υγείας»), or that the graduates of the program can register or become licensed.
5. As per the EEC’s suggestion the title of the programmes is changed to: “Health Care Support Provider”
(in Greek: “Βοηθός Φροντίδας Υγείας”). (Appendix 14)
6. As per the EEC’s suggestions, the term nursing is omitted from all the modules of the programme. Additionally, the learning outcomes of the programme are modified accordingly. (Appendix 16). Moreover, we have already applied the following changes to individual course titles: (Appendix 14)
 - “Gerontological Nursing” could be changed to “Supportive care of older people” (in Greek: Υποστηρικτική Φροντίδα Ηλικιωμένου)
 - “Community Nursing” could be changed to “Health Care Support in the Community” (in Greek: Υποστηρικτική Φροντίδα Υγείας στην Κοινότητα)
 - “Pathological Nursing” could be changed to “Health support of individuals with internal-medicine diseases” (in Greek: Υποστηρικτική Φροντίδα Παθολογικού Ασθενή)
 - “Surgical Nursing” could be changed to “Perioperative Health Care Support” (in Greek: Υποστηρικτική Περιεγχειρητική Φροντίδα)
 - “Psychiatric Nursing” could be changed to “Supportive Care of individuals with Mental Health Problems” (in Greek: Υποστηρικτική Φροντίδα Ατόμων με Προβλήματα Ψυχικής Υγείας)
 - “Pediatric Nursing” could be changed to “Children Health Care Support” (in Greek: Υποστηρικτική Φροντίδα Υγείας Παιδιών)
 - “Research Evidence in Health Sciences” could be changed to Evidence Based Practice in Supportive Health Care” (in Greek: “Τεκμηριωμένη Πρακτική στην Υποστηρικτική Φροντίδα Υγείας”)
 - Also as per the EEC’s suggestion the course ΠΤΥ101 Research methodology in health science is replaced with a course ΤΠΦ101 Evidence-based practice in supportive health care sector (Τεκμηριωμένη Πρακτική στην Υποστηρικτική Φροντίδα Υγείας) focused on evidence-based practice. (Appendix 15).

We would like to clarify the philosophy and purpose of the programme of studies. This is a 2-year vocational programme of studies. The graduates will get a diploma in “Health care Support Provider (“Βοηθός Φροντίδας Υγείας”). The graduates will be employed and offer only supporting help to nurses, with limited health care skills as per the job description (duties/responsibilities list) specified and published by the Cyprus health care organisation. (Appendix 1).

This 2-year vocational programme study “Health Care Support Provider” – («Βοηθός Φροντίδας Υγείας») was created after conducting research and a detailed feasibility study. There is no competition or other similar programme in Cyprus. This programme is developed to cover the job gap which exists in the Cyprus health system and also the job vacancies published by the Cyprus Health Care Organisation (Appendix 1). See also vacancies publication (<https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>).

The EEC evaluated the 1st section Study programme and study programme's design and development as partially compliant. The following subsections have been fully satisfied as per our response above, and below.

1.1 Policy for quality assurance is already replied above item 1 and Appendix 3.

1.2 Design, approval, on-going monitoring and review is already replied above with the revision of the curriculum. (Appendices 14, 16, 17)

1.3 Public information & 1.4 Information Management (Appendix 22)

Regarding public information and information management, as a part of our commitment to openness and transparency, CDA College publishes a range of information that is available to the public, parents and the students.

- College Website, Programs, Criteria, learning objectives, Lecturers
- College Prospectus
- Moodle – learning material to students
- Programs of study advertising leaflets and Emails
- Alumni information etc.

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

Findings

- The planned teaching is flexible with a variety of modes of delivery and pedagogical approaches. But there appeared to be a need for a better alignment between roles and competencies, learning outcomes and the practical and theoretical content of course.

Strengths

A wide range of delivery and assessment methods to be used.

Online resources will be developed.

The learning environment appears to be very supportive based on the discussions with students and administrative staff. Student support systems are in place and the educational organisation has a long tradition of organising vocational courses. There appear to be very good relations between students and teachers.

Areas of improvement and recommendations

The EEC recommends the School to:

1. The programme and course content should be better aligned with the competencies required of health care professionals. Overall, the content and structure of the curriculum is very broad for a 2-years vocational program. The program seems to be an amalgam of courses that are not clearly connected and there is a lack of constructive alignment. This requires attention.
2. Learning outcomes are very demanding. The link between learning outcomes and each individual course is not clear. Students' workload in each course has not been specified clearly (the number of hours of teaching, group work, individual tasks, independent reading etc.). Therefore, it is not clear how the credits and study hours have been calculated. These issues should be addressed.
3. The content and requirements of each course vary despite the credits being the same (e.g. a number of text books, a wide variety of learning methods without a description of workload etc.). In addition, it is not clear how each course will be evaluated bearing in mind of different learning methods. These issues should be addressed.
4. A great number of credits are based on 'non-caring' courses (language, IT skills, research). Learning topics related to IT skills are too general bearing in mind younger generations have well developed IT skills. More emphasis should be placed communication skills and other transferable skills such as coaching, mentoring, interprofessional collaboration, interpersonal relationships, hand-over, etc which are required for professionals working in complex clinical and health care settings.
5. Student participation and involvement in course development, curriculum design and feedback should be made more explicit.

Response of the Higher Education Institution (HEI)

1. The programme of studies is designed as per the requirements, duties and responsibilities of the health care sector and the health care organization job vacancies requirements. (Appendix 1). As per the EEC's suggestions we have already revised the curriculum and the learning outcomes of the programme and we have also changed the title of the programme and the content of most major course syllabuses. The programme is a 2-year vocational programme which was developed in order to cover the job gap of the Cyprus health system. The health care support provider is designed as per the specific requirements of the health care sector. (<https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>)

This programme requires the minimum health care knowledge that a proper health care support provider professional should have. All the courses correspond to basic knowledge for the supportive health care of patients which are treated for pathological, surgical and mental problems as well as the elderly and children. All the courses are developed in a fairly logical order, in the first semester are all introductory courses, in the second semester they are the basic supportive care courses and in the third and fourth semesters are courses that require basic supportive care knowledge such as internships or surgical patient supportive care, child supportive care and supportive care to mental health problems patients. The lecturers were very carefully selected based on their excellent qualifications and their extensive health care and clinical experience. (Appendices 5, 6, 7, 19, 20).

2. As it concerns the learning outcomes were revised as per the EQF level 5, for a 2-year vocational programme of studies. Additionally, most of the courses were also revised and specify the duties and responsibilities of the students. Moreover, the Appendix 16 clearly shows the link between the learning outcomes and each individual course and competences achieved. Furthermore, the students' workload is shown at the end of each course where it clearly shows how the students' workload is calculated. (Appendix 17). E.g.

ΦΠΥ 101: Introduction to the notion of health care provider	3 ECTS
Activity	Hours
Class Attendance	28
Independent study	19
Mid-term preparation	5
Mid-term examination	1
Assignment Preparation	9
Final Examination preparation	11
Final Examination	2
Total	75

3. Concerning the credits of each course are considered very balanced. They were thoroughly studied and distributed by the lecturers taking into consideration the students' workload and also in collaboration with the health care professionals in hospitals, clinics and elderly homes. Moreover, there are clear evaluation procedures of the programme. The students' evaluation methods are the following:

- a) Course Work 40% which consists of: Mid-term exam, tests, individual or group assignments, Internship etc
 - b) Final Examinations 60%.
 - c) Passing Mark: 50%
 - In more detail, students are assessed through the following mechanisms:
 - Theoretical knowledge (Lectures) and the practical application of theories
 - Participation in the classroom
 - Contests, Tests, Quizzes
 - Mid-Term Examination
 - Final Examination 1-2 Written assignments either individually or in groups
 - Analysis and discussion of case studies
 - Assignments and discussion and critical thinking in class
 - Study, analysis and critical review of scientific articles
 - For practical courses, the final examination is divided into 2 parts. Part A: Theory and Part B: Practice
 - Study and critical review of clinical experience
 - Case studies analysis, critical thinking and decision-making
4. In designing a programme of studies, besides the major courses there are also secondary courses such a foreign language and computer knowledge. Moreover, a foreign language such the English language is very essential in Cyprus and in the health care sector. As it concerns the course, HYII101 Computing in health in the 1st semester, this course is compulsory in all health institutions in Cyprus either hospitals or elderly homes. Concerning the issues of coaching, mentoring, interprofessional collaboration, interpersonal relationships, we would like to specify that in the programme there are separate courses teaching the above mentioned knowledge and skills. There is a course EIII201 Communication Skills and Techniques which will be taught in the 2nd semester, this course specifically covers all these topics. (Appendix 14)
5. At CDA College the students participate mostly in all the College's committees. However, there is no student participation or involvement for the specific program of study because it is not yet accredited. The students' feedback is very important to the College in order to take the necessary corrective actions either in modifying a programme, a curriculum or a course. That is why the Quality Assurance Committee has set various quality assurance mechanisms where the students' feedback, evaluation and suggestions are gathered so as to design or upgrade the current accredited programmes curriculum or courses. (Appendix 3)
- Student's Faculty Evaluation
 - Student's Module Evaluation
 - Student's Program Evaluation
 - Student's Complaint Form
 - Student's Complaint Management Procedures
 - Faculty Staff Observation
 - Faculty Staff Self-Evaluation & Suggestions
 - Adm. Staff Self-Evaluation
 - Adm. Staff Evaluation

3. Teaching Staff (ESG 1.5)

Findings

Although those teaching on the programme had a wide variety of disciplinary backgrounds, academic qualifications and teaching experience, only a minority had a background in health care and of teaching health care professionals. This therefore raises concerns about whether additional staff with a health background should be recruited to teach on the programme.

The number of lecturers appears adequate for the programme. But it was not clear how the lecturers had been recruited or selected to teach on the programme. Was a formal process followed? Do teachers have relevant disciplinary backgrounds and qualifications?

Strengths

Peer review of teaching was used to inform quality insurance procedures and support academic development and training.

Staff appear to be enthusiastic about developing this new program for the school. It is clear that teaching staff have already put a lot of effort in preparing all material for the programme.

Areas of improvement and recommendations

1. Their needs to be a better articulated alignment between the professional roles/responsibilities/competencies and the learning outcomes, delivery and content of courses.
2. Formal processes should be implemented for recruiting staff with experience of the health sector and the teaching of health care professionals.
3. Staff do not necessarily need to have a background in health care research, but a knowledge of evidence informed practice is required.
4. It was not clear how student feedback and evaluation would be gathered and the results used to inform teaching and the development of courses. This should be addressed.
5. There is a need for better matching between teachers and course to ensure that students develop the skills listed in the curriculum. Teachers should also have didactic skills with an evidence of professional training. In its current form, the number of teaching staff, particularly those with a clinical background and experience is inadequate. It should be made clearer how clinical competences among students will be supported and by whom (how many clinical teachers will be recruited, what is their role and connection to the school?)

Response of the Higher Education Institution (HEI)

1. The needs were reshaped and aligned between the professional roles/responsibilities/competencies and the learning outcomes and content of courses. (Appendices 14, 16, 17, 21).
2. At CDA College there are formal processes in recruiting staff through the Recruitment Committee. The General Director (Academic Affairs & Management), the Higher Administrative Officer and the head of the programme of the discipline involved identify the need for additional faculty. Then there are formal procedures to follow so as to recruit the appropriate qualified and experienced health care professional faculty staff. (Appendix 18).
3. The chosen faculty staff to teach in the specific 2-year programme are chosen very carefully. They are all qualified, with long teaching experience in the higher education and also with a lot of knowledge and experience in the Cyprus health care sector and much evidence of clinical practice. (Appendices 5, 6, 7, 19, 20, 21).
4. As per the EEC's suggestion, the College has recruited two (2) more qualified lecturers with general nursing background and many years of clinical experience in the health care sector. More precisely they have a clinical expertise in pediatrics and surgical wards respectively. Moreover, all the lecturers employed are very qualified with many years in the health care sector. In particular, our instructors are experts in healthcare, communication, interprofessional communication/collaboration, legal aspects and organization of healthcare, ethics of health care, etc. Specifically, in the programme under accreditation all the lecturers employed are very qualified with many years in the Cyprus health care sector and they also apply diversified didactic skills and innovative teaching pedagogical methods. (Appendices 4,5, 6, 7, 19, 20, 21)
5. All the lecturers are qualified with clinical experience and many years of teaching in the higher education. They all apply a variety of teaching, pedagogical methods. (Appendix 4). Additionally, as mentioned above two (2) more qualified teachers were recruited with clinical background and experience. However, we should specify that in Cyprus as per the law, all bachelor graduates of mental health they also possess general nursing experience. Moreover, during the students' practical training there will be a clinical teacher in each semester. In the 3rd semester is Dr. (c) Rafaelia Zavrou (Appendix 7) and in the 4th semester is A. Pechides. (Appendices 6 and 21).

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

Findings

The admission requirements appear appropriate and here are pre-defined and published regulations regarding student admissions. These appear to be implemented in a consistent and transparent manner. Consideration should be given to the design and use of a professional portfolio to support student mentoring and progression updates.

Student progression is not clear and the number and range of assessment methods are very complex and difficult to understand.

The course is not accredited with a professional body. Without a clear understanding who will register the graduated students, there remains a concern that the students won't be employable.

Strengths

The programme has yet to start so this is not applicable

Areas of improvement and recommendations

The EEC has the following recommendations for improving the programme

1. The programme should be accredited with an appropriate professional body in Cyprus or internationally.
2. The programme should consider aligning with the CanMEDs roles framework. This is a framework that identifies and describes the skills healthcare professionals need to effectively meet the health needs of the people they serve. These skills are grouped thematically under seven roles. A competent health care professional seamlessly integrates the competencies of all seven roles: Clinical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, Professional.
See <https://www.royalcollege.ca/rcsite/canmeds/canmeds-framework-e>
3. There should be shift in the balance of programme with more training in areas such as inter-personal communication and communication with patients.
4. Students should be more involved in the design, development and evaluation of courses.
5. There should be more explicit understanding of where graduated students can find work, what tasks they are allowed to do etc.

Response of the Higher Education Institution (HEI)

1. As per the Cyprus health care system, there is no appropriate professional body licensing the job of the "Health Care Support Provider" – («Βοηθός Φροντίδας Υγείας»), or that the graduates of the program can register or become licensed.
2. As it concerns the CanMEDS roles framework. We are aware of the specific framework that identifies and describes the skills of healthcare professionals need to effectively meet the health needs of the people they serve. These skills are grouped thematically under seven roles. A competent health care professional seamlessly integrates the competencies of all seven roles: Clinical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, Professional. We would like to

notify that this scientific framework is more aligned with the job of the nurses and doctors. The Health Care Support Provider has limited knowledge and skills that do not require to align with the roles of Clinical expert, health advocate, leader because the health care support provider will apply only supportive care to patients. The EEC confuses the job duties of “Health care support provider” in Cyprus as per the duties specified by the Cyprus Health Care Organisation. Finally, the CanMEDS framework is an underlying, consistent competency framework throughout a physician’s career, from medical school to continuing professional development. It is designed for higher health care jobs like doctors and nurses.

3. Concerning the issues of training on coaching, interpersonal communication and communication with patients, we would like to specify that in the programme we have introduced a separate course teaching the above mentioned communication skills. There is a course EΠΙ201 Communication Skills and Techniques which will be taught in the 2nd semester, this course specifically teaches all these issues to students how to communicate and support the patients. Furthermore, the lecturers recruited are very qualified and with a lot of clinical evidence and health care expertise on training and on coaching.
4. At CDA College the students participate mostly in all the College’s committees. However, there is no student participation or involvement for the specific program of study because it is not yet accredited. First of all, the programme of studied should be accredited by CYQAA. The students’ feedback is very important to the College in order to take the necessary corrective actions either in designing a programme, a curriculum or a course. That is why the Quality Assurance Committee has set various quality assurance mechanisms where the students’ feedback, evaluation and suggestions are gathered so as to design or upgrade the current accredited programmes curriculum or courses.
 - Student’s Faculty Evaluation
 - Student’s Module Evaluation
 - Student’s Program Evaluation
 - Student’s Complaint Form
 - Student’s Complaint Management Procedures
 - Faculty Staff Observation
 - Faculty Staff Self-Evaluation & Suggestions
 - Adm. Staff Self-Evaluation
 - Adm. Staff Evaluation
5. As per the feasibility study conducted by the College (Appendix 11), the Employability Opportunities of the graduated students will be as follows:
 - public and private hospitals
 - elderly houses
 - at home health care services
 - rehabilitation centres
 - personal doctors’ offices
 - specialized doctors’ offices

Additionally, the tasks that they will performed are as per the Appendix 1 and also as per the health care support provider published by the health care sector. We would like to clarify that graduated students will be immediately employed by the Cyprus Health System since they have already published 136 vacancies. (<https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>)

Additionally, they will also have the opportunity to be employed in private hospitals and to elderly homes. (Appendices 8, 9,10,11). The tasks that they will perform are already specified in the job duties. (Appendix 1)

We ought to point out that the program does not intend to prepare students to be nurses but to offer assistant to nurses and support in a ward in general. They are not allowed by law to give medicines or treat a patient. In other words, all chosen instructors have the necessary skills and qualifications to teach a specific group of students.

5. Learning resources and student support (ESG 1.6)

Findings

The institution has a long history of providing for the support needs of students. The physical and computer facilities appear appropriate for the programme and fit for purpose. But it will be important to review facility requirements in the future as more students take the programme.

Strengths

The student support resources appear suitable. They also appear to be very inclusive and student centered.

Areas of improvement and recommendations

1. It is important that students on the programme have access to appropriate health journals and other online resources relevant to studying a health professional course.
2. The level of resources and student support should increase as student numbers on the programme grow.

Response of the Higher Education Institution (HEI)

1. Students and lecturers have access to appropriate health journals and other online resources relevant to studying a health professional course. After the accreditation of each programme, the level of resources and student support increases as student numbers on the programme grow. The textbooks used in the course syllabi are updated regularly by the lecturers. CDA College has fully equipped and enriched the library with updated editions and scientific journals, new electronic platforms, Databanks, Infotrack, upgraded VPN services for students and academic staff. Additionally, CDA College has four (4) libraries in Nicosia, Limassol, Larnaca and Pafos capitalizing on interlibrary loans. The students can immediately borrow books from one library to the other. Moreover, the library is regularly upgraded with new editions of textbooks, magazines and e-databases. The new e-libraries EBSCO and Emerald has also many textbooks and scientific journals on all educational areas. Here below are detailed numbers of books in our libraries.
 - The number of books in the Nicosia library is: 3,317
 - There are 650 books on the BA Business sector.
 - Most of the text books editions are from 2000 – 2019.
 - Journals-Articles: 72, EBooks: 26, Databases: 25, General Information websites: 15, e-Libraries: 8.
 - The total number of books in the other 3 libraries of the College (Limassol, Larnaca and Pafos) is 6,143.
 - The College is a member of electronic libraries and databases.
 - College has an interlibrary loan service with the University of Cyprus, Cyprus University of Technology and several Data Banks.
 - The library is using DEWEY a worldwide known library classification system for organizing the library collections,
 - OpenAbekt a cloud base system for cataloguing, loading and searching of books.
 - There are 6 Computers with Internet connection and searching software
 - Easy access to books, periodicals, scientific journals and other reference material
 - SearchBank databases through its Internet facilities, stock of videos,

- Subscribed to the Travel and Tourism Online Platform: UNTWO e-Library <https://www.e-unwto.org/>
 - Subscribed to the IFRS Foundation (International Financial Reporting Standards) so as to be updated on the latest Accounting manuals and books.
 - Connected with internet so that students will have free access.
 - CDA Library is also using e-libraries such EBSCO and Emerald and also students have VPN services through these e-learning platforms.
 - “Moodle” the e-platform of CDA College has all the tutors teaching notes updated and available to all the students.
 - Moodle platform is also used for online teaching due to the pandemic Covid 19.
2. CDA College after each semester gathers the feedback and suggestions from students and teachers regarding the courses content and resources either on enhancing the bibliography or IT hardware or any other facilities. The library is regularly upgraded with new editions of textbooks, magazines and e-databases. Moreover, the level of resources and student support should increase as student numbers on the programme grow.



6. Additional for doctoral programmes
(ALL ESG)

N/A

B. Conclusions and final remarks

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

CDA College has a long history as an education provider and serves as an appropriate institutional setting. The teachers are enthusiastic and the students taking other programmes appear very satisfied. However, the programme should be developed as a coherent whole. The level of competences should be written at the appropriate EQF level. In particular, the title, the content and the courses need to be adapted so that they are better aligned with the level 5 of the EQF (5b level of the NQF) which corresponds to Support Health Care Provider.

1. The content and the courses need to be adapted so that they are better aligned with the level 5 of the EQF (5b level of the NQF) which corresponds to Support Health Care Provider.
2. The programme specific competences, the competences per course,
3. the teaching methods and the assessment methods all need to be harmonized.
4. The naming and purpose of the programme are not clear.
5. The supporting role of the position and the relationship with other professionals should be better articulated.
6. it is important that students learn to critically reflect on the professional literature.
7. Courses focusing on communication and relationship skills should be integrated into the programme.
8. There also needs to be a better match between the background of teachers and course curricula.

Response of the Higher Education Institution (HEI)

1. See response in page 6, Responses 5 & 6.
2. See response in page 9, Responses 1 & 2.
3. See response in page 5, Response 2, and page 9 Response 3
4. See response in page 6, Response 3, 5, 6.
5. CDA College have established strong internship agreements with health care professional institutions such as “Agios Demetrianos” elder institution, “Agios Pavlos Ltd” elder and rehabilitation institution. And “Anesis Ltd” elder institution (Appendices 8, 9,10). The agreements with these health care professional are very important because they are experts in the health care sector in Cyprus with the necessary professional expertise and they will assist and support us in the further enhancement of the current programme of studies.
6. The introduction of a new course ΠΠΦ101 Evidence base practice in supportive health care will provide students how to critically reflect on the professional supportive health care literature. (Appendix 15)
7. There is a course ΕΠΠ201 Communication Skills and Techniques which will be taught in the 2nd semester, this course specifically teaches all these issues to students how to communicate and support the patients. (Appendix 14)

8. All the lecturers of the programme are qualified with a lot of clinical experience and many years of teaching in the higher education. They all apply a variety of teaching, pedagogical methods. (Appendix 4).
Additionally, as mentioned above two (2) more qualified teachers were recruited with clinical background and experience. However, we should specify that in Cyprus as per the law, all bachelor graduates of mental health they also possess general nursing experience. (Appendix 21). Moreover, during the students' practical training there will be a clinical teacher in each semester. In the 3rd semester is Dr. (c) Rafaelia Zavrou (Appendix 7) and in the 4th semester is A. Pichides. (Appendix 6)

Finally, the College has already taken the appropriate actions and implemented all the suggestions mentioned by the EEC. In the above program, there is full compliance to the EEC's suggestions and the College applies high quality criteria and is constantly upgraded in accordance with the regulations of the Agency for Quality Assurance and Certification of Higher Education (CY.Q.A.A). Nonetheless, we ought to point out that the program does not intend to prepare students to be nurses but to offer assistance to nurses and support in a ward in general. They are not allowed by law to give medicines or treat a patient. The College firmly believes that the 2-year vocational program "Health Care Support Provider" («Βοηθός Φροντίδας Υγείας») has a lot to offer by filling a job gap in the Cyprus health care sector. We once again point out that all suggestions raised the EEC were immediately fullfield and we look forward to your positive response.

Higher Education Institution academic representatives

Name	Position	Signature
Dr. Pantelis Ioannou	General Director of C.D.A. College, Chairman of IQC	
Dr. Andreas Tofaris	Director of Research Centre «Aristotelis» Member of IQC	
Dr. Pavlos Panayi	Head of ICT Department Member of IQC	
Mr. Efstathios Michael	General Director of C.D.A. College Pafos Member of IQC	
Mrs. Athena Koliandri	Director of International Affairs Member of IQC	
Mrs. Katerina Kyriakidou	Director of C.D.A. College Nicosia Member of IQC	

Date: 02/07/2021

Appendix 1 Duties and Responsibilities of the Health Care Support Provider

According to ΟΚΥΠΥ (<https://ygeia-news.com/okypy/okypy-aitiseis-gia-136-kenes-theseis-frontiston-ygeias/>)

[We have translated the duties and responsibilities of an auxiliary nurse \(Φροντιστής Υγείας\) as per the publication of the Cyprus health care organization.](#)

Duties and Responsibilities

1. The Health Care Provider (Auxiliary Nurse) performs his duties under the guidance and supervision of nursing / obstetric staff to whom he is accountable.
2. Participates / Undertakes the care and personal hygiene of an adult / child patient / person (bed bath, transport and assistance during the bath, oral care, nails, hair, skin, clothing, cleaning of secretions / secretions, assistance in maintaining personal cleanliness, etc.
3. Prepares equipment / material for practices and interventions, assists in their processing and undertakes the cleaning of the place afterwards.
4. Carries, assists / accompanies a patient / person within the hospital (for diagnostic tests / interventions / treatments or surgeries / transfer to provide in-hospital health care, upon admission or discharge).
5. Assists / Undertakes the preparation of space / equipment for the admission of a patient / individual (e.g. preparation of a bed, incubator, appliances, operating room / stretcher, etc.).
6. Participates in the movement / mobilization of the patient / person, inside and outside the bed, and in ensuring his comfort and safety in various procedures.
7. Prepares and assists the patient / individual for feeding, prepares breakfast and serves meals and removes serving trays.
8. Responds to calls from the patient / individual and immediately reports to the Nursing staff, anything he / she has noticed or noticed that endangers the patient 's health and safety.
9. Installs, assists in the use, removes and cleans waste, urinals, sputum containers, toilet seats (commode). Following the instructions of the nursing / obstetric staff, empties / changes the drainage bags / urine collectors and reports accordingly.
10. Cleans and participates in the laying of beds including examination and surgical beds, incubators / stretchers, with or without a patient / person and moves them as needed inside / outside the ward.
11. Assists in the final care of the deceased and transport to the morgue.
12. tidies up the immediate environment of the patient / individual and the ward and keeps it together.
13. Cleans and checks medical equipment and premises and disinfects all areas where appropriate.
14. Prepares rooms, beds and material for disinfection and operates the disinfection machine inside the department.
15. Prepares tools and consumables for sterilization and sterilizes them after special training.
16. Categorizes tools, appliances and consumables in the department and assembles the department's storage.
17. Carries blood samples, medicines, materials, referral notes, orders, patient records within the hospital and between wards (in the absence of a messenger).
18. Sorts clean clothing, keeps linen clean and tidy. It collects the dirty and contaminating clothing in the designated bags and areas for their removal.

19. Handles waste (clinical, acute and toxic) and places it in suitable and designated bags / containers and disposal areas.
20. Assists with ordering and assembles consumables.
21. Takes effective measures to prevent and control infections, in the context of his/her own activities, in accordance with the national policy and the internal policy of the organization
22. Uses appropriate technologies, PC for:
 - provision of quality care.
 - working effectively.
 - supporting nursing decision making.
23. Perform any other related tasks assigned to him / her.

In the performance of his duties he is obliged to comply with the Legislative / Regulatory, General or Special Provisions, Instructions, Circulars and Practices, as they apply to the Organization.

Appendix 2 The Internal Quality Assurance Committee

- 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 Members of the Internal Quality Assurance of CDA College:

1. Dr. Pantelis Ioannou, DBA, Certified Chartered Marketer, MBA, FCIM, MCIM, DipM Marketing, General Director, Chair of the IQC.
2. Mr. Efstathios Michael, MSc Electr. & Electronic Eng., BSc (Hons) Electr. & Electronic Eng. PCL, London, UK. MPSM, CIIM, General Director CDA College Pafos, Member of the IQC.
3. Dr. Pavlos Panayi, PhD Data Communications, MBA Business Adm., BSc Computer Science, Head of ICT, Member of the IQC.
4. Dr. Andreas Tofaris, PhD Atmospheric Science/Physics, MSc Oil and Gas Engineering, MBA (C), BSc Physics, Director of Research Center, Member of the IQC.
5. Mrs. Athina Koliandri, MSc. Educational Management, BSc Hotel Restaurant & Institutional Management, IATA/UFTAA Diploma MBA (C), Director of International Affairs, Member of the IQC.
6. Mrs. Katerina Kyriakidou, MA Applied Translation Studies, BA English Literature, Postgraduate Diploma Bilingual Translation, MBA(C), Director CDA College Nicosia, Member of the IQC.
7. 1 Students' Representative and
8. 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 are present. The decisions of the Committees are taken by a simple majority of the present members. If there is a tie 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;

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

Appendix 3 Educational Quality Assurance Mechanisms at CDA College



EDUCATIONAL QUALITY ASSURANCE MECHANISMS AT CDA COLLEGE

ΕΓΧΕΙΡΙΔΙΟ ΜΗΧΑΝΙΣΜΩΝ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ ΤΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ ΣΠΟΥΔΩΝ

Nicosia – Limassol – Larnaca – Pafos

July 2020

Contents

<u>EDUCATIONAL QUALITY ASSURANCE AT CDA COLLEGE</u>	30
<u>1. INTERNAL QUALITY ASSURANCE COMMITTEE</u>	30
<u>2. EXTERNAL QUALITY ASSURANCE</u>	30
<u>MECHANISMS FOR ENSURING THE QUALITY ASSURANCE OF THE PROGRAMS OF STUDIES AT CDA COLLEGE</u>	30
<u>1. INTERNAL QUALITY ASSURANCE COMMITTEE</u>	31
<u>The outcomes are regularly monitored and evaluated through:</u>	33
<u>a. Design and Approval of Programmes</u>	33
<u>b. Student-centred learning, Admission, Teaching, Assessment and Certification</u>	33
<u>c. Faculty Staff</u>	33
<u>d. Learning Resources and Student Support</u>	33
<u>e. Teaching Evaluation through Classroom Observation</u>	34
<u>f. Student Feedback (Student’s Faculty Evaluation Form and Surveys and Opinion Polls)</u>	34
<u>g. Peer Feedback (Faculty Self-Evaluation Report)</u>	34
<u>h. Examination Invigilators</u>	34
<u>i. Final Project (Thesis) Committee</u>	34
<u>j. Internal Examiner</u>	35
<u>a. Outcomes are regularly monitored and evaluated through:</u>	35
<u>b. Employment Surveys (Employability of CDA Graduates)</u>	35
<u>c. Student Awards</u>	36
<u>d. Alumni Surveys</u>	36
<u>e. ERASMUS Charter</u>	36
<u>2. EXTERNAL QUALITY ASSURANCE</u>	37
<u>a. Visiting Lecturers</u>	37
<u>b. Guest Lecturers</u>	37
<u>c. Assessment by the Ministry of Education Committee</u>	37
<u>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.</u>	37
<u>Appendix A CLASSROOM OBSERVATION FORM</u>	38
<u>Appendix B STUDENT’S FACULTY EVALUATION FORM</u>	41

<u>Appendix C</u>	<u>FACULTY SELF- EVALUATION AND SUGGESTIONS FORM</u>	42
<u>Appendix D</u>	<u>STUDENT FACULTY EVALUATION RESULTS</u>	45
<u>Appendix E</u>	<u>FACULTY CLASSROOM OBSERVATION RESULTS</u>	46
<u>Appendix F</u>	<u>FACULTY OTHER ACADEMIC MATTERS EVALUATION</u>	47
<u>Appendix G</u>	<u>FACULTY OVERALL EVALUATION RESULTS</u>	48
<u>Appendix H</u>	<u>STUDENTS FINAL ASSESSMENT PER MODULE</u>	49
<u>Appendix I</u>	<u>EXAMINATION AND INVIGILATION PROCEDURES</u>	50
<u>Appendix J</u>	<u>INSTRUCTIONS TO EXAMINATION CANDIDATES</u>	51
<u>Appendix K</u>	<u>The European Credit Transfer and Accumulation System (ECTS)</u>	52
<u>Appendix L</u>	<u>THE ECTS GRADING SYSTEM</u>	53
<u>Appendix M</u>	<u>FINAL PROJECT (THESIS) ASSESSMENT CRITERIA</u>	55
<u>Appendix N</u>	<u>FACULTY DEVELOPMENT</u>	58
<u>Appendix O</u>	<u>FACULTY INVOLVEMENT</u>	59
<u>Appendix P</u>	<u>EXTERNAL EXAMINER REPORT</u>	60
<u>Appendix Q</u>	<u>ADMINISTRATIVE PERSONNEL SELF-EVALUATION &</u>	67
	<u>SUGGESTIONS REPORT</u>	67
<u>Appendix R</u>	<u>ADMINISTRATIVE PERSONNEL EVALUATION REPORT</u>	69
<u>Appendix S</u>	<u>STUDENT'S PROGRAM OF STUDY EVALUATION REPORT</u>	73
<u>Appendix T</u>	<u>STUDENT'S COMPLAINT AND/OR SUGGESTIONS FORM</u>	74
<u>Appendix U</u>	<u>STUDENT'S COMPLAINT MANAGEMENT PROCEDURES</u>	76
<u>Appendix V</u>	<u>ASSESSMENT BY A MINISTRY OF EDUCATION COMMITTEE</u> ...	81
<u>Appendix W</u>	<u>ACADEMIC HIERARCHY AND COMMITTEES FOR MONITORING</u> 82	
	<u>EDUCATIONAL QUALITY ASSURANCE</u>	82
<u>Appendix X</u>	<u>INTERNAL MONITORING ISSUES OF THE PROGRAMS OF STUDY</u>	
	91	
<u>Appendix Y</u>	<u>EXTERNAL QUALITY STANDARDS AND INDICATORS BY</u>	
	<u>CY.Q.A.A</u>	93

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 departments 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 Pantelis Ioannou, DBA, Certified Chartered Marketer, M.B.A, FCIM, MCIM, DipM Marketing, General Director, (Academic Affairs and Administration).
- Mr. Efstathios Michael, MSc Electr. & Electronic Eng., BSc (Hons) Electr. & Electronic Eng. PCL, London, UK. MPSM, CIIM, Director CDA College Pafos.
- Dr Nicos Rodosthenous, PhD Business-Tourism, MSc Business Management, BA Religion, Diploma in Marketing, Fellow of Sales & Marketing Management Institute, Member of The Chartered Institute of Transport, International Travel Consultant IATA, Head of Research Centre, Professor.
- Dr Pavlos Panayi, PhD Data Communications, MBA Business Adm., BSc Computer Science, Head of ICT, Professor.

- Mrs. Athina Koliandri, 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, PhD (C) Education, 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 are present. The decisions of the Committees are taken by a simple majority of the present members. If there is a tie 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 programmes of studies, other educational policy issues
- 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 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 Programmes

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-centred 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 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;

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 recognise 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, programmes revisions, curriculum changes, or any other operational, administrative issues or reinforcing further mechanisms towards the upgrading of the quality of the programmes, 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, programmes 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. The college has already collaborations with American College, CTL College, and Frederick University.

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 4 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 programmes 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				
<p>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.</p>						
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 indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations, 4: Excellent)			Performance			
			25	50	75	100
The Faculty Member:						
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:						



ACADEMIC PROGRESS FORM

SECTION 1 USED 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) _____ _____ _____ _____ _____ _____ _____		
4. Use of Library and Other Learning Resources by the Students _____ _____ _____ _____		

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:								



FACULTY SELF-EVALUATION & SUGGESTIONS REPORT 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 (e.g. Oct 2008 – May 2009)
Head of Department <input checked="" type="checkbox"/> NO <input type="checkbox"/> YES	Track <input type="checkbox"/> Research <input type="checkbox"/> Less Research <input type="checkbox"/> No Research	Employment Status <input type="checkbox"/> Full-time <input type="checkbox"/> 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

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

3.1 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.



FACULTY SELF-EVALUATION & SUGGESTIONS REPORT FORM

3.2 Activities 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.

Signature – Faculty Member

Date

Appendix D

STUDENT FACULTY EVALUATION RESULTS

CDA College

STUDENTS' FACULTY EVALUATION FALL 2014

Course BUS..... Spring 2013	Title	Faculty Member Dr. No of Students: 10											Students Average
			1	2	3	4	5	6	7	8	9	10	
1	The tutor seems prepared for each class		75%	100%	75%	100%	75%	100%	50%	75%	50%	100%	80%
2	The tutor covers the material stated on the course outline		75%	100%	75%	100%	75%	100%	50%	50%	25%	100%	75%
3	The tutor demonstrates polite and encouraging attitude towards students		100%	50%	75%	100%	50%	50%	0%	25%	50%	100%	60%
4	The tutor explains very well the material and is willing to answer all questions		100%	100%	75%	100%	50%	75%	0%	25%	50%	100%	68%
5	The tutor demonstrated an enthusiasm for teaching this subject		100%	100%	75%	100%	50%	75%	75%	50%	50%	100%	78%
6	The tutor keeps control in the class		100%	100%	100%	100%	75%	50%	50%	50%	50%	100%	78%
7	The tutor makes available answers or explanations to homework and coursework examinations		75%	100%	100%	100%	50%	25%	25%	25%	25%	100%	63%
8	The grading system for this class was clearly explained		75%	100%	100%	100%	25%	100%	50%	50%	25%	100%	73%
9	The tutor is available to see students and help them with their course		75%	100%	100%	100%	50%	100%	75%	25%	50%	100%	78%
10	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students:		75%	100%	25%	100%	50%	50%	0%	0%	50%	100%	55%
COURSE AVERAGE												71%	

Signature - Director of the Program of Study

Date:

Appendix E

FACULTY CLASSROOM OBSERVATION RESULTS

CDA College

CLASSROOM OBSERVATION
 FALL 2014

Course Title Faculty Member
 BUS..... Dr.
 FALL 2014 No of Students: 10
 Date:

Classroom Observation Items Performance Indicators: (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations)	Performance				
	N/A	25	50	75	100
The Faculty member:					
1 Demonstrates command of subject					100
2 Seems prepared for the class				75	
3 Clearly states subject, aims and objectives of the lesson - Provides an overview of what is planned for the class period.					100
4 Presents content in a clear, systematic and organized way, relating parts to whole at an appropriate pace.				75	
5 Uses effective teaching methods, strategies and questioning techniques				75	
6 Uses effectively available audiovisual aids, technology, handouts and other instructional material				75	
7 Uses appropriate questioning techniques				75	
8 Involves many students in the class and promotes interaction among them					100
9 Ties things together at the end of the class				75	
10 Is animated and attracts and holds students' attention and interest					100
11 Uses gestures and eye contact effectively				75	
12 Demonstrates favorable attitude towards students (positive, friendly response to students answers and quations, encouragement, praise, addressing students by name)					100
13 Keeps control in the class (applicable when the number of students is at least 10)					100
14 Uses class time effectively					100
15 Maintain a respectful and learning atmspere in the class					100
Totals				525	800
					1325
Lecturer's Average Mark					88



Appendix F

FACULTY OTHER ACADEMIC MATTERS EVALUATION

CDA College

FACULTY EVALUATION
OTHER ACADEMIC MATTERS
FALL 2014

Performance Indicators of Other Academic Matters

Course	Title	Faculty Member		
BUS.....	Dr.		
FALL 2014		No of Students: 10		
1 Course Outlines			90%	27%
2 Final Examination Question Papers			90%	36%
3 Faculty Portfolio			80%	24%
COURSE AVERAGE				87%

RATING STANDARDS

- 3 OVER 75%: Above Expectations - Performance exceeded the required standards
- 2 50 - 75% : Met Expectations - Performance met the required standards
- 1 Below 50%: Below Expectations - Performance was inadequate and inferior to the standards required

Signature - Director of the Program of Study

Date:



Appendix G

FACULTY OVERALL EVALUATION RESULTS



Overall Faculty Evaluation
FALL 2014

Course Code	Course Title	Faculty Member		
MBA614	Managerial Accounting	Dr.....		
Students Faculty Evaluation			71%	14%
Classroom Observation			87%	44%
Other Academic Matters			87%	26%
COURSE AVERAGE				84%

RATING STANDARDS

OVER 75%: Above Expectations - Performance exceeded the required standards

50 - 75% : Met Expectations - Performance met the required standards

Below 50%: Below Expectations - Performance was inadequate and inferior to the standards required

COMMENTS:

A Students Faculty Evaluation

45% of the students do not wish to take classes taught by this tutor again.
40% of the students said that the tutor do not demonstrate polite attitude towards them
40% of the students said that the tutor should improve its communication with the students
32% said that the tutor do not explain or make available the answers of the questions, exercises & homework
30% of the students evaluated the tutor below 50%
70% of the students evaluated the tutor over 55%

B Classroom Observation:

Very good use of the technology, powerpoint presentation
Could further increase class encouragement and participation
Always there is a place for further improvement especially the interaction with the students

C Other Academic Matters:

1. Course Outline.

Very good

2. Final examination. It is according to the required standards.

3. Faculty Portfolio. It should be enriched with more research, articles etc
the tutor has already participated in various seminars this semester
the tutor provided one article for publication in the college's research journal.

Signature - Director of the Program of Study

Date: 27/11/2014

Appendix H STUDENTS FINAL ASSESSMENT PER MODULE

M.B.A MASTER IN BUSINESS ADMINISTRATION “(12 MONTHS, FULL TIME/24 MONTHS PART TIME, MASTER IN BUSINESS ADMINISTRATION)” A’ SEMESTER – MBA 632: FINANCIAL MANAGEMENT								
No	Student Registra Serial No.	Student (Surname, Name, Name of Father)	Course Work	Final Exams	Course Work (from 50 marks)	Final Exams (from 50 marks)	Total Marks (from 100 Marks)	Result (passing mark: 60)
01	3374	ANTONIOU ANTONIS						
02	3364	ANTONIOU MACHI						
03	3351	CHRISTOFI ADONIS						
04	3378	CHRISTOFOROU ELENA						
05	3366	CHRYSANTHOU DORITA						
06	3371	DRAKOU ANTROULA						
07	2465	GLADIS P.J						
08	3349	H.M SALAUDDIN						
09	3376	KALOGEROPOULOU MARIA						
10	3343	KARAPATAKIS PHEDON						
11	3353	KARKOTIS SPYROS						
12	3365	KONSTANTINOU DIMITRIS						
13	3375	KONSTANTINOU NIKOS						
14	3373	KYRIACOU PETROS						
15	3370	MICHAEL ANTIGONI						
16	3369	MICHAELIDOU STELLA						
17	3368	BORISOVNA FEDORICCHEVA OLGA						
18	2476	PAUL ANISH						
19	3367	RENKO DOMENICA						
20	3377	SOLOMONIDES MARIOS						
21	3363	TILLIROS CHARALAMBOS						
22	3348	UMAR SAIF						
23	3352	VOVIDES MICHAEL						
24	3372	XANTHOPOULOU FANI						

Appendix I EXAMINATION AND INVIGILATION PROCEDURES



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 title 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 mark 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 mark 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.

Appendix J INSTRUCTIONS TO EXAMINATION CANDIDATES



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 K 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.

Appendix L

THE ECTS GRADING SYSTEM

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 M

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 N

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 international) 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 O

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 their 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 P

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 <input type="checkbox"/> No <input type="checkbox"/>
	Please provide feedback on the standards.

B.	Is student performance is comparable to their peers studying in similar programs at other institutions?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Please provide feedback on student performance.

C.	Do the methods of assessment and determination of awards are fair and accurately portray student performance?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 internationally



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 bring 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	Date
	External examiner	



General comments including special circumstances impacting on classgroup, 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

.....
.....
.....
.....

Signature

.....
Head of School

.....
Date

Comments by Director of College

.....
.....
.....
.....
.....

Signature

.....
Director of College

.....
Date



Appendix Q ADMINISTRATIVE PERSONNEL SELF-EVALUATION & SUGGESTIONS REPORT



ADMINISTRATIVE STAFF SELF-EVALUATION & SUGGESTIONS REPORT

ADMINISTRATIVE STAFF DETAILS			
Name (only surname in CAPITAL letters)		Period (e.g. Oct 2008 – May 2009)	
Head of Department <input type="checkbox"/> NO <input type="checkbox"/> YES		Employment Status <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	
POSITION DURING THE PERIOD			
MAIN DUTIES DURING THE PERIOD			
AREAS			
1. JOB KNOWLEDGE/SKILLS			
1.1. Working Methods used and Activities carried out			
1.2. Improvement of work			
1.3. New methods applied			
1.4. Comments on the main duties & responsibilities			
1.5. Assessment of the work done at the College			
2. COLLEGE SERVICE			
3.1 Responsibilities or Duties Delegated by the College Write in this section any responsibilities delegated by the College and carried out during the period in question. Such responsibilities or duties consist of being a member of various committees, being a Supervisor, development of new working methods, student advising, and registration of students into courses, office hours and supervision of student clubs or societies.			
3.2 Activities 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 (General meeting, Graduation, fashion shows etc.) 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 College			
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.			



ADMINISTRATIVE STAFF SELF-EVALUATION & SUGGESTIONS REPORT

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 Communication 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, with students and handling criticism as a means of improvement.

3.3 Leadership Skills (applicable only for Supervisor)

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. Bachelor's or master's degree) or professional qualification (e.g. LCCI, 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.

Signature – Administrative Member

Date

Appendix R ADMINISTRATIVE PERSONNEL EVALUATION REPORT



Administrative Staff Evaluation Performance Assessment

Employee Name: _____

Evaluation Period: From: _____ To: _____

Supervising Administrator: _____

Please evaluate/rate each item that most closely represents the quality of performance for this administrator according to the following:

- 5 – Consistently performs far beyond the expected standards
- 4 – Consistently performs beyond expectations
- 3 – Performs at a satisfactory level
- 2 – Performance needs improvement*
- 1 – Performance is unsatisfactory*
- NA or do not know

* For these ratings, please provide examples and/or explanation for this rating.

Part 1: Administrative Responsibilities

1. **Communication Skills:** For example: Demonstrates ability to compose written materials clearly and concisely, communicate to diverse audiences, and communicate verbally one-to-one and in group settings:

Rating: N/A 1 2 3 4 5

Comments:

2. **Collaboration/Team Building Skills:** For example: Cooperates and coordinates with other administrators/departments; anticipates effect his/her decisions will have on other areas; is willing to offer and accept assistance at all levels; is approachable when colleagues or subordinates need support/help, and offers it easily; is able to build consensus; is comfortable, productive, and effective when working in group situations; projects a positive College image.

Rating: N/A 1 2 3 4 5

Comments:

3. **Supervisory Skills:** For example: Identifies and communicates work expectations, monitors performance when appropriate and provides feedback; gives clear instructions, verifies understanding; provides coaching in needed skill areas and support professional development. Is available to meet with faculty and staff.

Rating: N/A 1 2 3 4 5

Comments:

4. **Leadership Qualities:** For example: Motivates staff and peers, instills good morale and involves staff in the decision making process; leads individuals and groups without exercising authority unduly; takes responsibility for his/her own actions and decisions; fosters innovation, development and implementation of new approaches; promotes an atmosphere conducive to others professional development/growth and learning.

Rating: N/A 1 2 3 4 5

Comments:

5. **Planning & Organizational Skills:** For Example: Is able to conceive, design, schedule, and implement short and long range plans, schedule work within these plans, and anticipate and compensate for deviations from these plans; maintain awareness of and implement new developments and trends. Is able to identify and analyze problems, and take appropriate steps to resolve problems. Insures alignment of individual and departmental/goals and objectives to the college's philosophy, mission and goals.

Rating: N/A 1 2 3 4 5

Comments:

6. **Time Management:** For example: Is able to accept and complete reports/tasks/projects in a timely fashion; regularly attends scheduled meetings prepared and on time; remains accessible when needed.

Rating: N/A 1 2 3 4 5

Comments:

7. **Policy and Decision-Making:** For example: Consistently follows fiscal, personnel, and contractual agreements and other policies/procedures with uniform application; decisions are made in a timely and efficient manner obtaining consultation and consensus where appropriate.

Rating: N/A 1 2 3 4 5

Comments:

8. **Affirmative Action and Diversity:** For example: Demonstrates commitment to the college's affirmative action and diversity policies and to foster a climate of understanding and appreciation.

Rating: N/A 1 2 3 4 5

Comments:

9. **Institutional Commitment:** For example: Visibly supports and works toward accomplishing overall institutional goals and objectives; demonstrates commitment to the mission and goals of the college.

Rating: N/A 1 2 3 4 5

Comments:

10. **Fiscal Management:** For example: Is efficient in handling administrative functions such as budget development, departmental fiscal controls and carries out departmental functions within fiscal appropriation utilizing available resources.

Rating: N/A 1 2 3 4 5

Comments:

11. **Job Knowledge:** For example: Displays accuracy and in-depth knowledge in administrative field, consistently attempts to improve job knowledge and competence in field, demonstrates skill and foresight in planning new programs, forecasting future trends and preparing for them.

Rating: N/A 1 2 3 4 5

Comments:

12. **Working Relationships:** For example: As a group member or leader this administrator is skillful in helping the group define and solve problems, communicates with clarity, after listening to him/her I understand



his/her meaning, demonstrates ability to mediate and resolve conflicts, is sensitive to faculty, staff and/or student concerns and feelings and is approachable to discuss problems and concerns.

Rating: N/A 1 2 3 4 5

Comments:

For sections 2 - 4, attach additional sheets if necessary.

Part 2: Specific Achievements/Strengths

Part 3: Areas for Improvement/Weaknesses

(If areas for improvement are noted, include a development plan.)

Part 4: Overall appraisal of performance during the evaluation period

Rating: 1 2 3 4 5

Comments:

Supervisor's Signature/Date

Employee's Signature/Date

Comments:



Appendix T STUDENT'S COMPLAINT AND/OR SUGGESTIONS FORM



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: _____

Appendix U STUDENT'S COMPLAINT MANAGEMENT PROCEDURES



Student Complaint Management Procedure

1. Purpose

To establish the process for the management of Complaints made by Students.

2. Scope

This procedure applies to all Complaints, including Complaints which may be also classified as allegations, made by Students or their Authorised Representative.

Exclusions:

This procedure does not apply to:

- Complaints made by Employees or members of the public in relation to Student conduct. For these Complaints please refer to the Student Code of Conduct Policy.
- Appeals.

3. Procedure Overview

The Student 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.

4. Procedures

4.1 Seeking help and support services

For information on where to seek help in the first instance, refer to the College's Student Complaints and Appeals Management System.

Students who are considering making a Complaint may seek assistance and support from College support services, Student representative organisations or Mediation services. These may include:

1. a Psychologist, Counsellor or Disability Support Officer from Student Services
2. an Advocacy Officer from the Student Guild
3. a language interpreter
4. a Student Relationship Officer
5. Mediation support. Independent Mediation is available through the Dispute Resolution Branch, Queensland Department of Justice and Attorney-General.

4.2 Authority to Act

Students who would like an Authorised Representative to act on their behalf in relation to making a Formal Complaint must arrange official permission with the College in accordance with the Student Authority to Act Procedure.

4.3 Making an Informal Complaint

The College encourages Students to try to resolve their problem or concern informally in the first instance.

Any Student may raise an issue informally or provide constructive feedback at any time via the Student Complaints and Appeals website, face to face, by telephone or email, or in writing.

Many problems or concerns tend to arise through misunderstandings and in most cases, they are best dealt with quickly and informally with the person concerned. It is important that the Student provide as much detail as possible about the issue when they first raise it to facilitate an informal resolution.

When raising a problem or concern, it is important to give full details and advise a preferred outcome or desired resolution. This will help the investigating officer make sure the problem or concern is dealt with under the correct process. Students are also encouraged to disclose any underlying personal or other issues that may have contributed to, or exacerbated, the problem or concern. This will help the investigating officer to try to approach the Student's problem or concern in a more holistic way, including referral of the Student to other forms of support and assistance.

If an attempt at informal resolution of the issue is not successful, or a Student does not feel comfortable seeking informal resolution, the Student can make a Formal Complaint.

4.4 Making a Formal Complaint

If a Student feels uncomfortable about having their Complaint dealt with informally, or has not been able to resolve it informally, they can choose to have their Complaint dealt with formally.

All Formal Complaints must be made by the Student, or their Authorised Representative, with the exception of an investigating officer who is required to escalate an Informal Complaint to a Formal Complaint on the Student's behalf.

Students can make a Formal Complaint, including anonymous Complaints, at any time by using the College's Student Complaints and Appeals Management System.

Students who request a copy of the Student Complaint and Appeal Policy and this Procedure will be referred to the College's Policy Library to access the current version of these documents.

All Formal Complaints submitted to the should include:

1. a description of the Complaint and when or where it happened. This should be brief and to the point; and
2. whether the Student has already spoken with someone (such as an Employee) about the Complaint or taken any other action to resolve their Complaint informally; and
3. copies of any relevant documentation or correspondence; and
4. what outcome is being sought by the Student.

All Formal Complaints should be made within 12 months of the incident or issue occurring. Students normally will not suffer any form of disadvantage as a result of making a Complaint. However, the making of vexatious or frivolous Complaints may result in the Student's conduct being investigated, and may also result in disciplinary action, under the Student Code of Conduct Policy.

4.5 Receipt of a Formal Complaint

Formal Complaints received will be recorded within the College's Student Complaints and Appeals Management System.

Investigating officers who receive a Formal Complaint that has not been made via the Online Formal Complaint Form must arrange for the Formal Complaint to be uploaded in the College's Student Complaints and Appeals Management System. A member of the College's Complaint handling team will undertake an assessment using the criteria set out in these procedures to assign the Complaint Type and progress accordingly.

4.6 Acknowledgement of a Formal Complaint

A Student who makes a Formal Complaint will receive a Notice of receipt, usually within three College Business Days.

The College will aim to resolve all Complaints in a fair, impartial, consistent, respectful and timely manner.

4.7 Tracking of Formal Complaint

The progress of all Formal Complaints is recorded and tracked within the College's Student Complaints and Appeals Management System.

Should the investigation take longer than the recommended 10 College Business Days, Students who enquire will be kept informed as to the progress of their Formal Complaint and the steps being taken to resolve it.

Wherever possible, steps will be taken to safeguard the confidentiality of any information provided as part of the Complaints management process.

4.8 Initial assessment of the Formal Complaint

Initial assessment of a Formal Complaint will be made using the College's Student Complaints and Appeals Management System and will usually commence within three College Business Days of receipt of the Formal Complaint.

If an initial assessment determines that a matter does not meet the College's definition of Complaint, the relevant investigating officer will send a Notice to the Student:

- referring them to an alternative or more appropriate pathway for resolution; and/or
- advising the Student that the issue they have raised does not constitute a Complaint.

This Formal Complaint status will be updated in the Student Complaints and Appeals Management System.

If an initial assessment determines that the matter is a Complaint, it will be referred to an appropriate investigating officer for investigation in accordance with the Student Complaints Type and Responsibilities Schedule.

4.9 Referral of Formal Complaint to the appropriate pathway for resolution

Formal Complaints will be assigned to an appropriate investigating officer for the relevant Complaint Type as per the Student Complaint Type and Responsibilities Schedule.

Each investigating officer will be responsible for recording the progress of the Formal Complaint within the Student Complaints and Appeals Management System.

Investigating officers also reserve the right to refer complex matters to external agencies, as appropriate, for review.

4.10 Investigation of Formal Complaint

Investigation of the Formal Complaint will be undertaken in accordance with the processes set out in the relevant policy/ies and/or procedure/s for the relevant Complaint Type as set out in the Student Complaint Type and Responsibilities Schedule.

Where a Formal Complaint is classified as more than one Complaint Type and is referred to more than one process for resolution, it is the responsibility of the investigating officers involved in those processes to maintain communication throughout the investigation process and to provide coordinated communication with the Student in relation to the matter from a single point of contact.

All parties involved in the Formal Complaint management process will be kept informed, where appropriate, in writing, of progress or Decisions, including reasons for the Decision.

Where it is recommended that Mediation occur between parties or a meeting or hearing be held, the Student will be given Notice of a date, time and location. Students may choose to bring with them to meetings or hearings a support person or advocate of their choice who neither holds a law degree nor is permitted to practice law.

The College adopts strategies for dealing with unreasonable complainant conduct in accordance with the Queensland Ombudsman's Managing Unreasonable Complainant Conduct Practice Manual.

4.11 Decision

At the conclusion of the investigation process, a Decision will be reached by the Accountable Officer in relation to the Formal Complaint in accordance with the processes set out in the relevant policy/ies and/or procedure/s for the relevant Complaint Type.

All Formal Complaints will be resolved as soon as reasonably possible and usually within 10 working days from the date of receipt of the Complaint.

The recognises that complex issues involving multiple parties normally take longer to resolve in order to ensure a fair and equitable outcome is achieved. Should the investigation take longer than the recommended 10 College Business Days, Students who enquire will be kept informed as to the progress of their Formal Complaint and the steps being taken to resolve it.

4.12 Communication of Decision

Students and other parties involved in an investigation, such as Employees or other Students, will receive a Notice of the Decision of the Formal Complaint and the rationale underpinning the Decision.

The Accountable Officer will communicate the Decision by Notice to the Student.

4.13 Closure of Formal Complaints

Upon resolution, the status of the Formal Complaint will be updated as 'resolved' by the relevant investigating officer in the Student Complaints and Appeals Management System.

4.14 Record keeping

Officers handling/investigating a Complaint are responsible for ensuring complete and accurate recording of all material in accordance with College Policy and

regulatory obligations. Records will be kept of the Complaint resolution process and outcome.

4.15 Implementation of Decision

Unless otherwise determined and recorded, all Decisions in relation to Formal Complaints will be implemented with immediate effect.

Where a Decision has been made to restrict, suspend, cancel or terminate the Enrolment of a Student, the College will maintain the Student's Enrolment during any Appeals process. Students who have been Excluded in accordance with Section 6.1 Emergency Power to Exclude, in the Student Code of Conduct Policy, will not have their the Enrolment maintained during the Appeal process.

Where a Decision has been made by the College that supports the Student, the College will, as soon as reasonably practicable, implement the Decision and/or corrective/preventative action required and advise the Student by Notice of the Decision.

All Formal Complaints will be used as part of the College's process of continuous improvement and where an outcome identifies an error in process, this will be addressed as part of the resolution phase in order to prevent the issue re-occurring in future.

4.16 Reporting

The Accountable Officer will be responsible for including a statement within the College's Annual Report of Formal Complaints received and Decisions reached.

The Accountable Officer, at their discretion, may provide a copy of the College's Complaint Management Report to appropriate stakeholders.

Reports may include:

- number and type of Complaints received
- timeframes for assessment and action
- the Faculty or School in which the Student is Enrolled
- Whether the Student is registered with the College's disability support program
- Complaint Decisions and outcomes, and
- recommendations for continuous improvement to College process.

4.17 Maintenance and improvement

The Deputy Vice-Chancellor (Students and Communities) is responsible for the maintenance and improvement of the College's Student Complaints management process. The Deputy Vice-Chancellor (Students and Communities) will ensure that the Student Complaints management process is used to promote the College's continuous improvement and ensure that all Formal Complaints made by Students are taken seriously. Where it is in the control of the College, every reasonable effort will be made to resolve it to the Student's satisfaction.

4.18 Referral of Formal Complaints to external agencies

If a Student is dissatisfied with the Decision of their Formal Complaint, the Student has the right to refer their Formal Complaint to an external agency. External agencies may include:

1. the Commonwealth Human Rights and Equal Opportunity Commission, and the Anti-Discrimination Commission Queensland (in relation to discrimination and sexual harassment); or

5

2. the Office of the Information Commissioner; or
3. the Student's State or Territory Ombudsman Office for Student's studying within Australia or the Commonwealth Ombudsman or the Commonwealth Ombudsman's Office for Students studying internationally (in relation to the application of policies and procedures and administrative processes).

Appendix V 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 W 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: Ioannou Pantelis

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 tie 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 tie 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

Dorita Chrysanthou - Limassol - Pafos

Katerina Ioannou - Larnaca

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**

Nasia Tryfonos – Nicosia - Larnaca

Antonis Antoniou - Limassol

Olga Thoma - Pafos

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

Dr. Pavlos Panayi – Nicosia

Olga Pelekanou - Limassol

7. **Diploma in Beauty Therapy & BA Aesthetics**

Andri Pattichi - Larnaca

Fani Xanthopoulou - Limassol

Chara Panagiotou - Nicosia

Panagiota Filippou - Pafos

8. **Master in Beauty Therapy Care and Exercise in Health Promotion and Stress Management**

Dr. Dimitra Florou - Limassol

9. **Diploma in Fashion**

Athanasia Amvrosiou - Susan Elfving (Assistant) - Limassol

10. **Higher Diploma in Hairdressing**

Artemis Angelidou - Nicosia

Christos Michael Limassol - Pafos

Irene Tziortzi - Larnaca

11. **Casino Management**

Suzan Elfving – Limassol

12. **Funeral Administrator – Embalmer**

Dr. Eleni Zaggelidouj

13. **Diploma in Accounting**

Theodoros Christodoulides – Limassol - Pafos

Appendix X 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 **Error! Bookmark not defined.**
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 **Error! Bookmark not defined.**
14. Overall suggestions for improving the identity, aims, content and target audience of the programme.

C. Self-evaluation of Programme **Error! Bookmark not defined.**

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 **Error! Bookmark not defined.**

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 Error! Bookmark not defined.**
20. Programme Coordinator (name, academic rank, specialization and its relevance to proposed programme, other commitments).
 21. Other teaching staff **Error! Bookmark not defined.**
 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 **Error! Bookmark not defined.**
 25. Student support for covering foundational gaps (language problems, relevant background) and/or learning difficulties.
 26. Additional support to students with special needs **Error! Bookmark not defined.**
 27. Overall suggestions for improving the learning resources of the programme and the student support. **Error! Bookmark not defined.**
- 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. **Error! Bookmark not defined.**
 29. Overall observations and recommendations pointing out weaknesses, strengths and actions for improving the quality of the program.



Appendix Y EXTERNAL QUALITY STANDARDS AND INDICATORS BY CY.Q.A.A

Instructions:

The present ANNEX should be duly completed by the Internal Quality Committee of the Institution. The ANNEX constitutes an integral part of the application for the evaluation accreditation of a program of study.

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the evaluation of the programs of study of institutions of higher education.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non-satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Appendix 4 Innovative Teaching Methodologies

1. Lecture presentations by teacher
2. Use of PowerPoint presentations
3. Class discussion conducted by teacher
4. Observational learning
5. Flipped learning
6. Team-based learning
7. Peer-assisted learning
8. Problem Base Learning (PBL)
9. Recitation oral questions by teacher answered orally by students
10. Lecture presentations by another instructor(s) from a special field (guest speaker)
11. Debate on current issues by students from class
12. Practical exercises, Laboratory experiments performed by more than two students
13. Audio-visual lectures
14. Role Playing and Interviews
15. Problem solving or case studies
16. Supervised individual/group project work
17. Textbook assignments
18. Reading assignments in journals, periodicals etc.
19. Assignments, tests, quizzes
20. Library research on topics or problems
21. Field trips
22. Open textbook tests, take home tests
23. Group projects
24. Individual projects
25. Use of interactive board as aid in teaching
26. Use of diagrams, tables, graphs, and charts by instructor in teaching
27. Conduct Surveys
28. Coaching: assistance provided for students having difficulty in the course
29. Oral reports Presentations by students
30. Students Reading aloud
31. Brainstorming small group, students identify a list of techniques and strategies to solve the problems found in a case study.

Appendix 5

Dr. Anestis Vasiliou

Contact Information

Email
anestis86@hotmail.com

Address
Soulou18B, Aglantzia, 2021, Cyprus

Phone
0035799318037

Languages

Greek
Proficient

English
Proficient

Dr. Anestis Vasiliou

Experience

Mental Health at Republic of Cyprus
 Nicosia
 November-2009
 Currently

Nursing Officer

Providing care for people of all ages with psychological and psychiatric problems, aiding in their quick recovery and at the same time promoting the overall well-being of the population.
 Mainly, we apply psychosocial interventions for psychosocial rehabilitation, training patients and their families to manage symptoms of mental illness and medication.

Republic of Cyprus
 Nicosia
 January-2010
 Currently

Clinical Instructor

Providing knowledge of the necessary practices and skills in mental health nursing students during their clinical practice in psychiatric hospital, helping them to apply the theoretical knowledge gained during their training at the school in real work environment, where they will be invited to offer their services as health professionals.

Cyprus Lifeguard Federation
 Nicosia
 December-2014
 Currently

Lifeguard Supervisor

Performing all lifeguard responsibilities including monitoring pool and beach activities, applying first aid, and performing water rescues as necessary.

Orienting new lifeguards to job duties and responsibilities.

Ensuring that all lifeguards are current on their training and certifications.

Scheduling, coordinating inservice training. Ensuring that lifeguards are fully competent in first aid, CPR, and all water rescue techniques.

Ensuring that lifeguards perform in accordance with established safety regulations and policies.

Interfacing with patrons regarding concerns, problems, or any other significant issues.

Providing input and feedback while responding to problems.

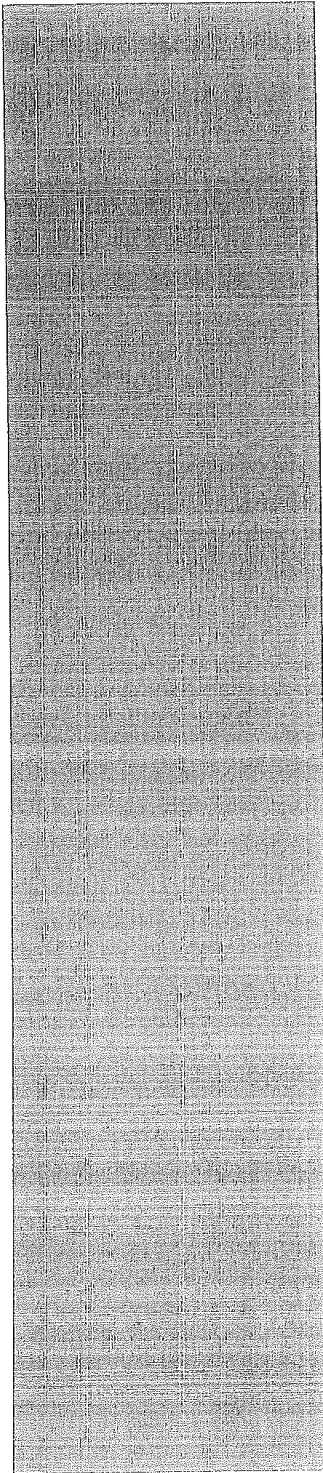
Performing related duties as required

National Guard of Cyprus
 Nicosia
 August-2007
 August-2009

Nursing Officer, Operator in surgery

Surgical Nurse is a qualified person, capable of handling medical related matters regarding the nursing care of the patient in surgery that is done in two main ways:

- Immediate nursing care to the patient



Oncology Nursing at
Cyprus Oncology Center
Nicosia
March-2007
July-2007

- Indirect nursing (or technical) care, is the preparation, use and handling of the supplies and surgical tools used in the patient.

● Nursing Officer

Supervising and providing nursing care to cancer patients.

In consultation with physicians and specialists, developing a treatment plan for the patient, formulating a goal-directed plan of care and establishing treatment priorities based on patient needs and the availability of resources

Giving supportive resources on the patient and the families to promote positive outlook.

Teaching patients and the families regarding treatment expectations.

Watching and recording the patients progress on a constant basis.

Charting the patients response to treatment and medication.

Bank of Cyprus Sports
Center
Nicosia
April-2004
January-2007

● Lifeguard

Opening the pool each day and close it down each evening, depending on schedule and hours.

Treating the pool with appropriate concentration of chemicals on a regular schedule.

Directing swimmers out of the pool in hazardous conditions.

Monitoring weather reports closely to ensure safety of guests.

Providing swimming lessons and swim team coaching when available

Maintaining a clean environment in and around the pool.

Providing assistance to patrons when appropriate or necessary.

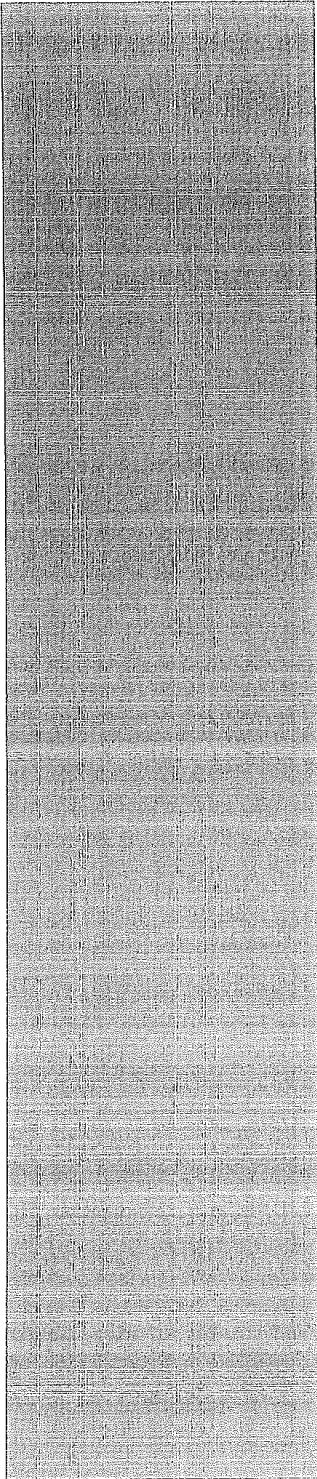
Education

Frederick University
Nicosia
March 2013-January 2018

● PhD in Health Management

Frederick University
Nicosia
October 2009-February
2011

● Master in Health Management



Cyprus University of Technology
Nicosia
September 2008-
September 2009

● Bachelor in General Nursing

Cyprus University of Technology
Nicosia
September 2008-
September 2009

● Diploma in Mental Health

Nursing School of Cyprus
Nicosia
October 2003- February
2007

● Diploma in General Nursing

Cyprus Lifeguard Federation
Nicosia
February 2010- January
2016

● Diploma of Lifeguard Trainer

Cyprus Life Saving Federation
Nicosia
September 2016 -
September 2019

● Diploma of Lifeguard Examiner
(Psychological First Aid in Practise)

Projects

Designer of the tool PETALA. This informatics application is designed to calculate how many man hours each Athalassa Hospital structure requires in each shift so that the proper nursing staffing is made. The calculation is made taking into account the number of nurses usually working on that shift in relation to the number of patients in each structure during that shift, the special observations, the risk of each patients case and the various nursing operations. The tool also indicates the balance between patients needs and nursing staff so that nursing administration can allocate nursing staff accordingly.

The need to implement an integrated information system in mental health services. (Bibliographic review).

The role of nutrition regarding the childhood obesity and what is the role of food advertising in raising childhood obesity. (Bibliographic review).

The investigation of the assessment regarding the Shift System in the psychosomatic health of mental Health nurses. (Cyprus Bibliographic review. Research Associate.)

Publications

Design and Development of an integrated information system for the

Mental Health Services of Cyprus (a qualitative survey) / International Journal of Caring Sciences, Nicosia
December 2017-December 2017

Factors that may affect attitudes of health professionals towards the implementation of an information system in mental health services / Cyprus Nursing Chronicles, Limassol
September 2017-September 2017

The necessity to implement an integrated information system in Mental Health Services / 10th Panhellenic Public Health and Health Services Conference, Athens
May 2013-May 2013

Designing the National Guard Service and other state actors in the fight against terrorism by weapons of mass destruction / 10th Panhellenic Conference on Public Health and Health Services, Athens
May 2013-May 2013

The Substitutes: Pro / Anti-Seminar / Ministry of Defense Scientific Meeting, Nicosia
September 2012-September 2012

Prevention in the Health Sector / 1st Pan-Hellenic Mental Health Congress, Athens
October 2011-October 2011

Public health problems in developing countries: Measures taken by international organizations / 1st Pan-Hellenic Mental Health Conference, Athens
October 2011-October 2011

The Organization of Health Services in Crisis / Medical Congress, Nicosia
September 2011-September 2011

Sex Differences in Presenting Chest Pain in acute Coronary Syndrome.
November 2018-November 2018

Staffing of the intermediate closed men's Clinic under the informatics application PETALA
November 2018-November 2018

Extra-curricular activities

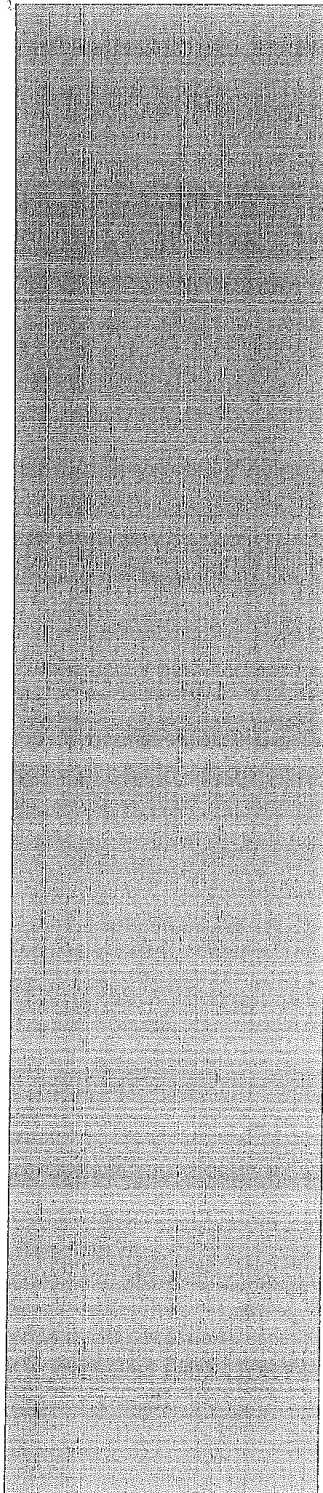
Curator of the Cyprus Federation of Lifesaving Sport at Cyprus Liveguard Federation, Nicosia
December 2014-Present

Secretary of the Volunteers & Friends Association "Saint Charalampos" at Republic of Cyprus, Nicosia
February 2015-Present

Books

The Basic Cardiopulmonary Support-(First aid book author)
April 2018-April 2018

Courses



BLS & AED, European Resuscitation Council
April 2016-April 2016

Trauma First Responce, NAEMT
October 2016-November 2016

Training of trainers workshop and presentation techniques, Cyprus
Academy of Public Administration
November 2015-November 2015

The Balancing Act Between Personal and Professional life
Academy of Public Administration
December 2017-December 2017

Personal Skills

Water Polo - National Goalkeeper

Boat Operator

Water ski

Appendix 5 CV Andreas Pichides

Euro pass Curriculum Vitae

Personal information

First name(s) / Surname(s) **Andreas Pichides**

Address Tseriou 41 st. Fl.101 2314 Lakatamia Nicosia Cyprus

Mobile +357 99747193

E-mail(s) a_pixides@hotmail.com

Nationality Cypriot

Date of birth 06/08/1985

Gender Male

**Desired employment /
Occupational field** **Registered Nurse of Mental Health**

Work experience

Dates	October 2003-March 2007
Occupation or position held	Trainee Nurse
Main activities and responsibilities	General nursing duties under supervision
Name and address of employer	Nursing School of Cyprus Ministry of Health
Type of business or sector	General Hospital of Nicosia , Makarios Hospital Nicosia, Mental Hospital of Athalassas (various wards as pathological, surgical, Nephrological, pediatric, psychiatric, Maternity ward etc.)
Dates	May 2008 – September 2009
Occupation or position held	Registered Nurse, (Surgical ward)
Main activities and responsibilities	General nursing duties
Name and address of employer	Ministry of Health
Type of business or sector	General Hospital of Nicosia
Dates	March 2010 – April 2019
Occupation or position held	Registered Mental Nurse
Main activities and responsibilities	Nursing duties with Specification in Mental Health and Drug Addictions
Name and address of employer	Ministry of Health
Type of business or sector	Mental Hospital ,, Treatment Centres for Drug Addiction, Harm Reduction Centre

Education and training

Dates	2017
Title of qualification awarded	Master in Business Administration
Principal subjects / occupational skills covered	MBA
Name and type of organisation providing education and training	Cyprus Productivity Centre (CPC) - Mediterranean Institute of Management (MIM)
Dates	2015
Title of qualification awarded	Master in Public Administration
Principal subjects / occupational skills covered	MPA
Name and type of organisation providing education and training	Cyprus Productivity Center (CPC) - Mediterranean Institute of Management (MIM)
Dates	2012
Title of qualification awarded	BsC in Nursing
Name and type of organisation providing education and training	University of Nicosia
Dates	2008
Title of qualification awarded	Specification in Mental Health (RMN)
Name and type of organisation providing education and training	Cyprus University of Technology
Dates	2007
Title of qualification awarded	Diploma in Nursing
Principal subjects / occupational skills covered	Nursing Studies

Name and type of organisation providing education and training	Nursing School of Cyprus
Dates	2003
Title of qualification awarded	Graduation
Name and type of organisation providing education and training	Apostolou Markou High School
Mother tongue(s)	Greek
Other language(s)	English IGCE
Social skills and competences	Team work: I have worked in various types of team projects during my University studies and working as government employee.
Computer skills and competences	Microcomputer Applications (MS Office Systems, MS Windows Environment)
Driving licence(s)	European Driving License

Health care Experience

Andreas has been a first aid instructor at the higher education for several years. He has extensive experience in pathological wards where there were patients mentally retarded and with psychiatric problems. Also, in order to obtain a general nursing degree, he worked in all the surgical and pathological departments of the Nicosia General Hospital.

Based on the courses that each of us will teach, there is a lot of experience as well as expertise. Regarding the pediatrics course, I agree that there must be a person with experience in pediatrics

Appendix 7 CV Rafaelia



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s)	Rafailia Zavrou
I.D	969150
Address	12 Eptanisou 8028 Paphos (Cyprus)
Mobile	0035799792222
E-mail(s)	rafailiaz@gmail.com
Nationality	Cyprus
Date of birth	03/02/1992
Gender	Female

Education and training

Dates	02/2016 – Present
Title of qualification awarded	Phd in Nursing – Mental Health
Name and type of organisation providing education and training	Cyprus University of Technology (CUT)
Dates	11/2016- 07/2017
Title of qualification awarded	Grief Support Certification Online Training
Name and type of organisation providing education and training	Taking Flight International Corporation
Dates	01 /2014 – 07/2015
Title of qualification awarded	Msc in Mental Health Nursing
Name and type of organisation providing education and training	European University of Cyprus
Dates	09/2009 – 06/2013
Title of qualification awarded	Bsc in Nursing
Name and type of organisation providing education and training	Cyprus University of Technology (CUT)

Professional Experience

Dates		11/2016- Present Mental Health Nurse Athalassa Psychiatric Hospital , Ministry of Health Cyprus
Workstation		4/2015- 11/2015 Nurse
Name	Employer's	Friends' Hospice Paphos (palliative care unit)
Dates		02/2014- 09/2014 Nurse
Workstation		Royal Medical Center
Name	Employer's	
Dates		
Workstation		
Name	Employer's	

Personal skills and competences

Mother tongue(s)
Other language(s)
Self-assessment
European level ()*

Greek

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C 2	Proficient user	C 2	Proficient user	C 1	Proficient user	C 1	Proficient user	C 1	Proficient user

(*) [Common European Framework of Reference \(CEF\) level](#)

Computer skills and competences

- SPSS (Mathematical Statistical Package}
- Very Good Knowledge In Computing (WINDOWS, MICROSOFT OFFICE, INTERNET}

Driving licence(s)

B

professional qualifications

7/ 2015

Become Register Mental Health Nurse (**R.M.N**) by the Nursing Psychiatric Council of the Republic of Cyprus.

7/2013

Become Registered General Nurse (**R.G.N.**) by The Nursing and Midwifery Council of the Republic of Cyprus.

Paper in peer-reviewed journal

Zavrou R, Karanikola M, Papastavrou E. (2016) Exploration of the lived experience of individuals following suicide of a family member. *Hellenic Journal of Nursing (Nosileftiki)*,55(4), 347-358.

karanikola M, **Zavrou R**, Hatzioannou A.(2018). School bullying victimization: A public health issue. *Hellenic Journal of Nursing*, 2018, vol. 57, no. 2, pp. 138-146.

Karanikola, M. N., Zartaloudi, A., Nystazaki, M., **Zavrou, R.**, & Papathanassoglou, E. D. (2020). Is there any association among depressive symptoms, job satisfaction and self-assessed empathy? A correlational study in Greek Psychiatric/Mental Health Nurses. *Archives of psychiatric nursing*, 34(4), 230-236.

Evripidou M, Merkouris A, Charalambous A, Karanikola M, **Zavrou R**, Papastavrou E. Missed Nursing Care Among Patients With Dementia During Hospitalization: An Observation Study. *Res Gerontol Nurs*. 2021 May-Jun;14(3):150-159. doi: 10.3928/19404921-20210326-01.

Work experience in Health Care Sector

Internship as a nursing student

During her internship as a nursing student at the Cyprus University of Technology, she worked in departments such as pathology ward, surgery ward, hemodialysis ward, cardiology ward, orthopedic ward, maternity ward, emergency department, intensive care unit, community nursing and Elderly centers / geriatric nursing.

From February 2014 she worked as a nurse at the Royal Medical Center until September 2014. During her work she worked in departments such as operating room, pathology ward and intensive care unit. She has had the opportunity to care for patients with surgical trauma, floods, urinary tract infections, infections, pneumonia, cardiac arrest and more.

In April 2015 she was employed as a nurse at Friends' Hospice Paphos in the palliative care department. I deal with the care of patients in advanced and final stage of cancer, in a hospital environment, in a day care department.

From November 2015 until today she is employed as a mental health nurse in the Mental Health Services of the Ministry of Health in Cyprus. He worked for 4 years in the acute incident ward (ward 24) of Athalassa Hospital. In August 2019 he was transferred to the Psychiatric Clinic of the Nicosia General Hospital. During her work she comes in contact with people with mood disorders, schizophrenia, eating disorders, personality disorders, elderly people with differential diagnosis and substance abusers.

From January 2021 until today she works as a mental health nurse in the "Strofi" substitute program of the Mental Health Services in Paphos. The purpose of treatment with substitutes is to reduce the physical, psychological and social dysfunction that accompanies addiction and to restore physical, psychological and social function.

Appendix 8 Agreement between elder and rehabilitation Institution and CDA College

ΣΥΜΒΟΛΑΙΟ ΧΩΡΟΥ ΠΡΑΚΤΙΚΗΣ ΕΞΑΣΚΗΣΗΣ

ΕΙΔΙΚΗ ΣΥΜΒΑΣΗ ΕΡΓΑΣΙΑΣ ΓΙΑ ΤΗΝ ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΣΠΟΥΔΑΣΤΩΝ CDA College

Μεταξύ της Υπηρεσίας Φροντισιακής Νοσηλείας (Νοσηλεύτρια Γραφεία) που εκπροσωπείται από τον/την Γραφεία... και τον Πρόεδρο του Κολλεγίου C.D.A κ. Αθανάσιο Χριστοφόρου του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) ή του εξουσιοδοτημένου εκπροσώπου του, συνάπτεται **Ειδική Σύμβαση Εργασίας**, για την πρακτική εξάσκηση των φοιτητών του Προγράμματος Σπουδών Φροντισιακής Υγείας (2 Χρόνια, Δίπλωμα / 120 ECTS) της Ιδιωτικής Σχολής Τριτοβάθμιας Εκπαίδευσης C.D.A COLLEGE με τους παρακάτω όρους:

1. Η διάρκεια της πρακτικής εξάσκησης είναι ένα ακαδημαϊκό εξάμηνο και το σύνολο των ωρών εργασίας είναι 10 την εβδομάδα. Η περίοδος αυτής της άσκησης είναι συνεχόμενη, χωρίς διακοπή
2. Ο ασκούμενος σπουδαστής στο χώρο της εργασίας του υποχρεούται να ακολουθεί τους κανονισμούς ασφαλείας και εργασίας, καθώς και κάθε άλλη ρύθμιση που ισχύει για το προσωπικό της επιχείρησης ή της υπηρεσίας. Αυθαίρετες απουσίες ή παράβαση των κανονισμών του εργασιακού χώρου μπορούν να οδηγήσουν σε διακοπή της απασχόλησής του.
3. Η Πρακτική Εξάσκηση και συνεπώς και η Ειδική αυτή Σύμβαση, λήγουν αυτοδικαίως με το πέρας της υποχρέωσης για εξάσκηση του/της σπουδαστή/ρια.
4. Η Υπηρεσία στα πλαίσια της κοινωνικής της αποστολής αλλά και των δυνατοτήτων της υποχρεούνται να συμβάλει, κατά τον καλύτερο δυνατό τρόπο, στην αρτιότερη εκπαίδευση του/της ασκούμενου/ης.
5. Κατά τη διάρκεια της πρακτικής άσκησης, ο σπουδαστής δεν δικαιούται άδεια, αλλά μπορεί να απουσιάσει δικαιολογημένα για πέντε εργάσιμες ημέρες συνολικά. Οι απουσίες καταχωρίζονται στο βιβλίο πρακτικής άσκησης, θεωρούνται και υπογράφονται από τον επίσημο εκπαιδευτικό και εγκρίνονται ή απορρίπτονται από τον προϊστάμενο του τμήματος. Επίσης ο σπουδαστής μπορεί, μετά από συνεννόηση με τον εργοδότη του να συμμετέχει στις εξετάσεις των μαθημάτων, τα οποία οφείλει. Τις ημέρες που θα συμμετέχει στις εξετάσεις θα πρέπει να παραλαμβάνει από τον

επόπτη την απαραίτητη θεβαίωση συμμετοχής, την οποία και θα προσκομίσει στον εργοδότη του. Σε περίπτωση ασθένειας ακολουθείται η ίδια διαδικασία με ανάλογο πιστοποιητικό Ιατρού ή Νοσοκομείου. Γενικά ο σπουδαστής θα πρέπει να ενημερώνει τον Υπεύθυνο του Προγράμματος Φροντιστής Υγείας για τυχόν προβλήματα που δημιουργούνται στο χώρο εργασίας του.

6. Η Υπηρεσία δεν υποχρεούται να παραχωρήσει οποιαδήποτε χρηματική αμοιβή προς τους εκπαιδευόμενους.
7. Ο/Η ασκούμενος/η δέχεται όλους τους όρους της παρούσας Ειδικής Σύμβασης και την προσυπογραφεί.

Η παρούσα Ειδική Σύμβαση συντάχθηκε σε δύο αντίγραφα, ένα για την Υπηρεσία, και ένα για το τμήμα του προγράμματος Φροντιστής Υγείας του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) και ένα για τον/την ασκούμενο/η σπουδαστή/ρια.

Λευκωσία,01.10.21.....

ΟΙ ΣΥΜΒΑΛΛΟΜΕΝΟΙ

Για την Υπηρεσία:

Για το Τμήμα Προγράμματος Φροντιστής Υγείας:

Appendix 9 Agreement between Elder Institution “Agios Demetrianos” and CDA College

ΣΥΜΒΟΛΑΙΟ ΧΩΡΟΥ ΠΡΑΚΤΙΚΗΣ ΕΞΑΣΚΗΣΗΣ
ΕΙΔΙΚΗ ΣΥΜΒΑΣΗ ΕΡΓΑΣΙΑΣ
ΓΙΑ ΤΗΝ ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΣΠΟΥΔΑΣΤΩΝ CDA College

Μεταξύ της Υπηρεσίας Αγιος Δημητρίου που εκπροσωπείται από τον Πρόεδρο κ. Παύλο Αρ. Δημητρίου και τον Πρόεδρο του Κολλεγίου C.D.A κ. Αθανάσιο Χριστοφόρου του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) ή του εξουσιοδοτημένου εκπροσώπου του, συνάπτεται Ειδική Σύμβαση Εργασίας για την πρακτική εξάσκηση των φοιτητών του Προγράμματος Σπουδών Φροντιστής Υγείας (2 Χρόνια, Δίπλωμα / 120 ECTS) της Ιδιωτικής Σχολής Τριτοβάθμιας Εκπαίδευσης C.D.A COLLEGE με τους παρακάτω όρους:

1. Η διάρκεια της πρακτικής εξάσκησης είναι ένα ακαδημαϊκό εξάμηνο και το σύνολο των ωρών εργασίας είναι 10 την εβδομάδα. Η περίοδος αυτής της άσκησης είναι συνεχόμενη, χωρίς διακοπή
2. Ο ασκούμενος σπουδαστής στο χώρο της εργασίας του υποχρεούται να ακολουθεί τους κανονισμούς ασφαλείας και εργασίας, καθώς και κάθε άλλη ρύθμιση που ισχύει για το προσωπικό της επιχείρησης ή της υπηρεσίας. Αυθαίρετες απουσίες ή παράβαση των κανονισμών του εργασιακού χώρου μπορούν να οδηγήσουν σε διακοπή της απασχόλησής του.
3. Η Πρακτική Εξάσκηση και συνεπώς και η Ειδική αυτή Σύμβαση, λήγουν αυτοδικαίως με το πέρας της υποχρέωσης για εξάσκηση του/της σπουδαστή/ρια.
4. Η Υπηρεσία στα πλαίσια της κοινωνικής της αποστολής αλλά και των δυνατοτήτων της υποχρεούνται να συμβάλει, κατά τον καλύτερο δυνατό τρόπο, στην αρτιότερη εκπαίδευση του/της ασκούμενου/ης.
5. Κατά τη διάρκεια της πρακτικής άσκησης, ο σπουδαστής δεν δικαιούται άδεια, αλλά μπορεί να απουσιάσει δικαιολογημένα για πέντε εργάσιμες ημέρες συνολικά. Οι απουσίες καταχωρίζονται στο βιβλίο πρακτικής άσκησης, θεωρούνται και υπογράφονται από τον επόπτη εκπαιδευτικό και εγκρίνονται ή απορρίπτονται από τον προϊστάμενο του τμήματος. Επίσης ο σπουδαστής μπορεί, μετά από συνεννόηση με τον εργοδότη του να συμμετέχει στις εξετάσεις των μαθημάτων, τα οποία οφείλει. Τις ημέρες που θα συμμετέχει στις εξετάσεις θα πρέπει να παραλαμβάνει από τον

επόπτη την απαραίτητη βεβαίωση συμμετοχής, την οποία και θα προσκομίζει στον εργοδότη του. Σε περίπτωση ασθενείας ακολουθείται η ίδια διαδικασία με ανάλογο πιστοποιητικό Ιατρού ή Νοσοκομείου. Γενικά ο σπουδαστής θα πρέπει να ενημερώνει τον Υπεύθυνο του Προγράμματος Φροντιστής Υγείας για τυχόν προβλήματα που δημιουργούνται στο χώρο εργασίας του.

6. Η Υπηρεσία δεν υποχρεούται να παραχωρήσει οποιαδήποτε χρηματική αμοιβή προς τους εκπαιδευόμενους.
7. Ο/Η ασκούμενος/η δέχεται όλους τους όρους της παρούσας Ειδικής Σύμβασης και την προσυπογράφει.

Η παρούσα Ειδική Σύμβαση συντάχθηκε σε δύο αντίγραφα, ένα για την Υπηρεσία, και ένα για το τμήμα του προγράμματος Φροντιστής Υγείας του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) και ένα για τον/την ασκούμενο/η σπουδαστή/ρια.

Λευκωσία, 29/6/2021

ΟΙ ΣΥΜΒΑΛΛΟΜΕΝΟΙ

Για την Υπηρεσία:

Για το Τμήμα Προγράμματος Φροντιστής Υγείας:

Appendix 10 Agreement between Elder Institution “Anesis Ltd” and CDA College

**ΕΙΔΙΚΗ ΣΥΜΒΑΣΗ ΕΡΓΑΣΙΑΣ
ΓΙΑ ΤΗΝ ΠΡΑΚΤΙΚΗ ΕΞΑΣΚΗΣΗ ΣΠΟΥΔΑΣΤΩΝ CDA College**

Μεταξύ της Υπηρεσίας... ANESIS LTD..... που εκπροσωπείται από τον/την Χριστό Τσιχουρα..... και τον Πρόεδρο του Κολεγίου C.D.A κ. Αθανάσιο Χριστοφόρου του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) ή του εξουσιοδοτημένου εκπροσώπου του, συνάπτεται Ειδική Σύμβαση Εργασίας, για την πρακτική εξάσκηση των φοιτητών του Προγράμματος Σπουδών Φροντιστής Υγείας (2 Χρόνια, Δίπλωμα / 120 ECTS) της Ιδιωτικής Σχολής Τριτοβάθμιας Εκπαίδευσης **C.D.A COLLEGE** με τους παρακάτω όρους:

1. Η διάρκεια της πρακτικής εξάσκησης είναι ένα ακαδημαϊκό εξάμηνο και το σύνολο των ωρών εργασίας είναι 10 την εβδομάδα. Η περίοδος αυτής της άσκησης είναι συνεχόμενη, χωρίς διακοπή
2. Ο ασκούμενος σπουδαστής στο χώρο της εργασίας του υποχρεούται να ακολουθεί τους κανονισμούς ασφαλείας και εργασίας, καθώς και κάθε άλλη ρύθμιση που ισχύει για το προσωπικό της επιχείρησης ή της υπηρεσίας. Αυθαίρετες απουσίες ή παράβαση των κανονισμών του εργασιακού χώρου μπορούν να οδηγήσουν σε διακοπή της απασχόλησής του.
3. Η Πρακτική Εξάσκηση και συνεπώς και η Ειδική αυτή Σύμβαση, λήγουν αυτοδικαίως με το πέρας της υποχρέωσης για εξάσκηση του/της σπουδαστή/ρια.
4. Η Υπηρεσία στα πλαίσια της κοινωνικής της αποστολής αλλά και των δυνατοτήτων της υποχρεούνται να συμβάλει, κατά τον καλύτερο δυνατό τρόπο, στην αρτιότερη εκπαίδευση του/της ασκούμενου/ης.
5. Κατά τη διάρκεια της πρακτικής άσκησης, ο σπουδαστής δεν δικαιούται άδεια, αλλά μπορεί να απουσιάσει δικαιολογημένα για πέντε εργάσιμες ημέρες συνολικά. Οι απουσίες καταχωρίζονται στο βιβλίο πρακτικής άσκησης, θεωρούνται και υπογράφονται από τον επόπτη εκπαιδευτικό και εγκρίνονται ή απορρίπτονται από τον προϊστάμενο του τμήματος. Επίσης ο σπουδαστής μπορεί, μετά από συνεννόηση με τον εργοδότη του να συμμετέχει στις εξετάσεις των μαθημάτων, τα οποία οφείλει.

A

Τις ημέρες που θα συμμετέχει στις εξετάσεις θα πρέπει να παραλαμβάνει από τον επόπτη την απαραίτητη βεβαίωση συμμετοχής, την οποία και θα προσκομίσει στον εργοδότη του. Σε περίπτωση ασθένειας ακολουθείται η ίδια διαδικασία με ανάλογο πιστοποιητικό Ιατρού ή Νοσοκομείου. Γενικά ο σπουδαστής θα πρέπει να ενημερώνει τον Υπεύθυνο του Προγράμματος Φροντιστής Υγείας για τυχόν προβλήματα που δημιουργούνται στο χώρο εργασίας του.

6. Η Υπηρεσία δεν υποχρεούται να παραχωρήσει οποιαδήποτε χρηματική αμοιβή προς τους εκπαιδευόμενους.
7. Ο/Η ασκούμενος/η δέχεται όλους τους όρους της παρούσας Ειδικής Σύμβασης και την προσυπογραφεί.

Η παρούσα Ειδική Σύμβαση συντάχθηκε σε δύο αντίγραφα, ένα για την Υπηρεσία, και ένα για το τμήμα του προγράμματος Φροντιστής Υγείας του Εκπαιδευτικού Ιδρύματος (CDA College Λευκωσίας) και ένα για τον/την ασκούμενο/η σπουδαστή/ρια.

Λευκωσία, 2/7/2021.....

ΟΙ ΣΥΜΒΑΛΛΟΜΕΝΟΙ

Για την Υπηρεσία:

Για το Τμήμα Προγράμματος Φροντιστής Υγείας:



Appendix 11

Feasibility Study Health Care Support Provider (2 Years, Diploma/120 ECTS)

Βοηθός Φροντίδας Υγείας (2 Χρόνια, Δίπλωμα/120 ECTS)

A. Current Situation and Market Opportunities:

C. D. A. College has a long tradition in Tertiary education in Cyprus going back to 1976. In those early years it was the first institution that offered the first students in the Travel and Tourism Industry.

In 1978 the College was restructured and concentrated its energies in developing some other programmes of study most essential to the Cyprus economy reconstruction needs, and the social structures in the aftermath of the Turkish invasion of 1974. All these years our College offered hundreds of graduates to the Business and Travel Industry with success. Additionally, in 1978 the College established new branches in Limassol and Larnaca.

Furthermore, the College continues to grow and expand and in 2014 establish our new branch in Pafos. C.D.A College is the only academic institution in Cyprus which operates in all towns Nicosia, Limassol, Larnaca and Pafos. The College has a lot of academic achievements thus the College is proud to announce that has 43 fully accredited programmes of study and for 44 years the College has contributed a lot to the local communities of each town and to the society as a whole.

B. Model of Business:

- The curriculum of the program of study “Health Care Support Provider” (2 Years, Diploma) is developed after a thorough research of the educational sector in Cyprus.
- The programme is developed and would be operated by the College direction and the faculty staff
- According to the latest statistical Forecasts of Employment Needs in Cyprus for the period between 2017-2027 which was conducted by the Human Resources Authority (HRDA) but also based on the studies of the State Health Service Organization the profession of Health Care Provider will be in high demand and that is why they announced job vacancies for health care provider positions.

C. Target Market - The Potential Students are:

- Secondary education graduates either from Cyprus or Greece
- Enrolment: 20 students maximum

D. The Market Competition:

- Not only in Nicosia but in Cyprus in general there is no other higher education institution offering an accredited 2-year diploma in “Health Care Support Provider”

E. The Competitive Advantage of CDA College:

- It’s long history and reputation (44 years) in the tertiary higher education in Cyprus
- The College premises, faculty staff, technology, Libraries,
- The very reasonable and relatively attractive fees
- Value for money,
 - students can study in a pleasant academic environment,
 - the opportunity of getting a scholarship and
 - get an accredited degree
- Cypriot students can get a government subsidy according to their economic situation
- A lot of our students get the 40% of the government subsidy

F. Forecasts of Employment Needs in the Cyprus Economy 2017-2027 by the Human Resource Development Authority of Cyprus (HRDA) – AvAA

http://www.anad.org.cy/easyconsole.cfm/page/project/p_id/404

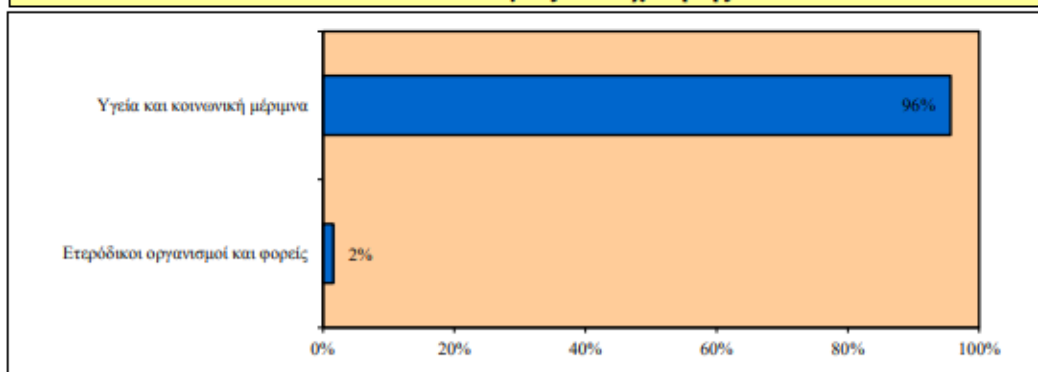
Βοηθοί νοσηλευτικού προσωπικού (ISCO-08 5321)

Περιγραφή Επαγγέλματος

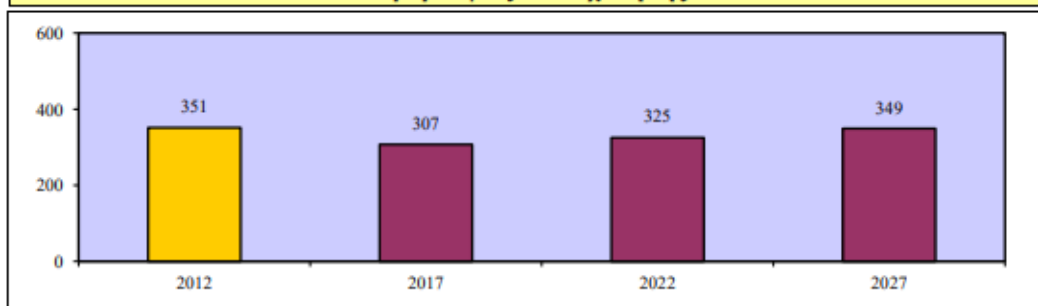
Οι Βοηθοί νοσηλευτικού προσωπικού παρέχουν προσωπική φροντίδα και βοήθεια σε σχέση με τις καθημερινές δραστηριότητες των ασθενών υπό την επίβλεψη των ιατρών και νοσηλευτών. Ειδικότερα:

- παρέχουν φροντίδα, υποστήριξη και θεραπεία σε ασθενείς σύμφωνα με τις οδηγίες των ιατρών και νοσηλευτών
- βοηθούν τους ασθενείς σε τομείς όπως η υγιεινή, η σίτιση, το ντύσιμο, η κινητικότητα, η εξάσκηση, η επικοινωνία και η φαρμακευτική αγωγή
- βοηθούν τους ασθενείς να καθίσουν και να σηκωθούν και τους μεταφέρουν με αναπηρικά καροτσάκια ή κινούμενα κρεβάτια
- καθαρίζουν τα δωμάτια των ασθενών, αλλάζουν τα κλινοσκεπάσματα και μεριμνούν για τη διατήρηση της υγιεινής σε όλους τους χώρους
- παρακολουθούν την κατάσταση των ασθενών και αναφέρουν τυχόν αλλαγές στους ιατρούς και νοσηλευτές

Ενδεικτικοί Τομείς Απασχόλησης



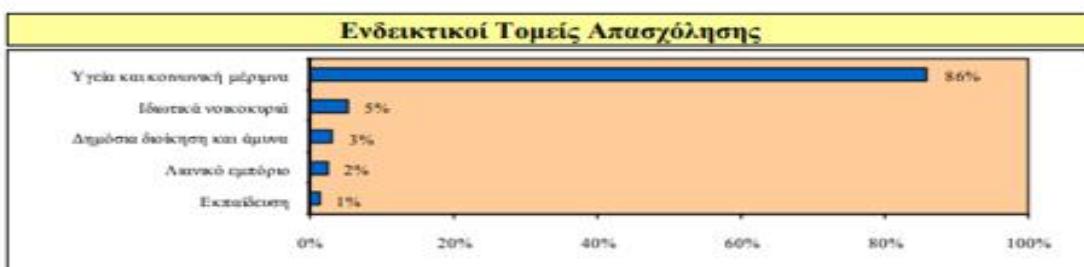
Προβλέψεις Απασχόλησης





Φροντιστές σε ιδρύματα, βοηθοί ιατρείου, προσωπικοί υπηρέτες σε σπίτια και υπάλληλοι παροχής προσωπικής φροντίδας μη αλλού τοποθετημένοι (ISCO.COM 5132, 5133, 5139)

Περιγραφή Επαγγέλματος	
<p>Οι Φροντιστές σε ιδρύματα, βοηθοί ιατρείου, προσωπικοί υπηρέτες σε σπίτια και υπάλληλοι παροχής προσωπικής φροντίδας μη αλλού τοποθετημένοι βοηθούν το ιατρικό και παραϊατρικό προσωπικό στην εκτέλεση των καθηκόντων τους σε νοσοκομεία και ιδρύματα. Επίσης φροντίζουν άτομα που έχουν ανάγκη από προσωπική φροντίδα λόγω σωματικής και ψυχικής ασθένειας. Σε αυτή την κατηγορία περιλαμβάνονται και οι βοηθοί σε κτηνιατρικές και φαρμακευτικές υπηρεσίες.</p> <p>Ειδικότερα:</p> <ul style="list-style-type: none"> • ετοιμάζουν τους ασθενείς για εξέταση και θεραπεία • στρώνουν τα κρεβάτια και αλλάζουν τα σεντόνια • σερβίρουν και μαζεύουν τους δίσκους των φαγητών • ταΐζουν τους ασθενείς που δεν μπορούν να φάνε μόνοι τους • αποστειρώνουν χειρουργικά και άλλα ιατρικά εργαλεία και εξοπλισμό • βοηθούν τους ασθενείς στο μπάνιο και την προσωπική τους υγιεινή • δίνουν τα φάρμακα στους ασθενείς και εξασφαλίζουν ότι τα παίρνουν • παρατηρούν αν υπάρχουν σημάδια επιδείνωσης της υγείας των ασθενών και ενημερώνουν το γιατρό ή το γραφείο ευημερίας • φροντίζουν για τη διατροφή και καθαριότητα των ζώων • εκτελούν συναφείς εργασίες 	



G. Analysis of the Health Care Sector in Cyprus

- In general, there is an increase in demand for health care providers. (<https://osha.europa.eu/el/publications/executive-summary-current-and-emerging-occupational-safety-and-health-osh-issues>)

- It is important to note that with the entry of health care providers into the hospital wards qualified nurses would have more time to perform better their nursing duties. As estimated by the Ministry of Health, would be a bigger number of qualified nurses available to be used in hospital wards where there is a need and there is currently severe understaffing. (<https://www.philenews.com/koinonia/eidiseis/article/503027/kai-frontistes-ygias-sta-nosokomeia>)

H. Financial Analysis:

Proposed Number of Students: 20 students per semester

Minimum Number of Students: 8 students

Tuition Fees: €4,200
Admission Fees: €100

Other fees:	€
Admission fee	100
Late registration fee (per semester if applicable)	35
Change of program fee	10
Analytical Academic Transcript	10
Examination Fee (per course)	50
Reexaminations fee	50
Graduation fee	10
Application for credit transfer fee	8
Other documents	6
Grade complaint fee (per course)	20

Scholarships:

- (a) Scholarships based on academic performance. Students who demonstrate exceptional academic achievement while at C.D.A. COLLEGE may receive academic scholarships in the form of tuition fee discounts, the amount of which varies according to the schedule below:

Cumulative GPA	Tuition Reduction
4.00	50%
3.75-3.99	20%
3.50-3.74	10%

Eligible for this type of financial aid are students who:

1. already completed two regular semesters at C.D.A. College
2. are enrolled in 30 credit hours.
3. have settled all financial obligations at the time of application for scholarship;
4. were full-time students (enrolled in 30 credit hours) during the preceding semester;
5. have completed a minimum of 60 credit hours at C.D.A. College.

(b) Scholarships based on High School Leaving Certificate

Ten full scholarships that cover tuition during a student's first year of studies are awarded to

outstanding graduating students from Cypriot High Schools. A minimum grade of 18.5/20 is required on their High School Leaving Certificate. In addition, the College can consider outstanding graduating students for partial scholarships.

(c) Scholarships based on athletic skills

These scholarships are offered to students who have been registered athletes in various clubs, and who are willing to participate regularly in the sports teams of the College. The scholarship given is up to 20% of tuition fees and is based upon the participant's performance and the degree of participation, which are evaluated regularly by the College.

Financial Adequacy - Cash Flow Statement

The College continuously invests substantial amount of money on building maintenance as well as improving and updating the College's equipment.

The incomes of the College mostly derive from tuition fees. We attach the Cash Flow Statement of the company CDA COACHING CENTRE LTD for 2019– 2020.

CASH FLOW STATEMENT PER THOUSANDS EUROS FOR 2019 -2020

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	TOTAL
RECEIPTS	465.784		454.219			536.935			127.713			1.584.651	
PAYMENTS	310.499		368.799			369.799			239.969			1.289.066	
SURPLUS / DEFICIT	155.285		85.420			167.136			(112.256)			295.585	
B/F	-		(138.975)			(53.555)			113.581			113.581	
C/F	(138.975)		(53.555)			113.581			1325			1325	

5 Year Financial Projections
«Health care Provider» 2 Years, Diploma
CDA College Nicosia 2021-2026

PLANNED REVENUES		2021/22	2022/23	2023/24	2024/25	2025/26
Expected Students Fall Semester		20	55	50	70	65
Expected Students Spring Semester		15	70	50	85	65
Admission Fees Fall Semester	100	2000	5500	5000	7000	6500
Admission Fees Spring Semester	100	1500	7000	5000	8500	6500
Students Fees Fall Semester	4200	84000	231000	210000	294000	273000
Students Fees Spring Semester	4200	63000	294000	210000	357000	273000
Baseline Fees Increase/Decrease		-	-	-	-	-
Expected Revenue		150500	537500	430000	666500	559000
PLANNED EXPENDITURES						
		2021/22	2022/23	2023/24	2024/25	2025/26
Salaries & Wages Estimates of 9 Faculty (Full & Part Time)		50400	50400	54000	54000	54000
Fringe Benefits		5796	5796	6210	6210	6210
Operational Cost (Electricity, typing, printing etc)		500	500	500	500	500
Students Financial Aid		2000	2000	2000	2000	2000
Faculty Quality Development		2000	2000	3000	4000	4000
Library resources		500	500	500	1000	1000
Premises / Building Improvements		2000	1000	1000	1000	1000
Furniture, Equipment, Projectors, Offices		500	500	500	1000	1000
Computers / Servers / Software		500	500	1000	1000	1000
Graduation/Awards		500	500	700	700	700
Expected Expenditures		64696	63696	69410	71410	71410
Projected Benefit/Deficit		85804	473804	360590	595090	487590

I. Employability Opportunities of the Graduates

- public and private hospitals
- elderly houses
- at home health care services

- rehabilitation centres
- personal doctors' offices
- specialized doctors' offices

J. Summary and Conclusions

The program of study "Health Care Provider" (2 Years, Diploma) is intended, if accredited, to begin its operation from the next academic year (Fall Semester 2021/22). Consequently, all our potential graduates will be employed immediately after the completion of the program. There is a good chance that they will find a job during their studies, given the fact that they will complete the first year of the program and this will help them gain work experience in the field they have chosen. The program is comprehensive and includes everything a health care provider needs to know. According to statistics and studies, the health care profession will be in great demand in both the public and private sectors.

- The curriculum of the program of study "Health Care Provider" (2 Years, Diploma) is developed after a thorough research of the educational sector in Cyprus.
- The programme is developed and would be operated by the College direction and the faculty staff
- According to the latest statistical Forecasts of Employment Needs in Cyprus for the period between 2017-2027 which was conducted by the Human Resources Authority (HRDA) but also based on the studies of the State Health Service Organization the profession of Health Care Provider will be in high demand and that is why they announced job vacancies for health care provider positions.

C.D.A College has a competitive edge due to its long history (44 years) and high reputation in the Cyprus higher education market.

Moreover, the College has very attractive educational offerings such as:

- lower fees,
- new premises,
- qualified faculty staff,
- updated libraries with all new books editions
- innovative teaching strategies
- state of the art technology and labs
- College Scholarships
- Economic help for students with poor economic condition
- Government subsidy

Thus, with all these competitive components, CDA College will be a very significant competitor in the educational market offering attractive and competitive programmes of study for the benefit of the students and contribute to the tourism industry in Nicosia district and the Cyprus society as a whole.

Appendix 12

Departmental Committees at CDA College

The Agency of the Quality Assurance and Accreditation of Higher Education (CY.Q.A.A) at its 34th Session, held on 10 and 11 September 2018, decided and informed the following Institutions of Higher Education:

Each Department (University) / Sector (ISTE) recommends its own Internal Quality Committee, which includes:

- 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.

Internal Quality Assurance Committee by Department

Business Department

1. Dr. Iosif Kafkalas, PhD Economics, MSc Economics, BSc Economics, Coordinator of a Program of Study
2. Dr. Amvrosios Prodromou, (DBA (C), Master in Business Administration (MBA), Bachelors in Business Administration, Member of the Chartered Management Institute (MCMI), Member of the Paphos Chamber of Commerce and Industry, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Travel and Tourism Department

1. Dr. Nikos Rodosthenous, PhD Tourism (Religion), MSc Airline Mgt, BA Religion, Diploma in Marketing, Fellow of Sales & Marketing Management Institute, Member of The Chartered Institute of Transport, International Travel Consultant IATA, **Head of Research Centre, Asst. Professor.**
2. Nasia Tryfonos, MA Tourism Management, BA in Tourism Management & Leisure Planning **Head of the Program of Study**
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Department of Criminology

1. Dr. (C) Christina Agathangelou, PhD (C) Criminology, MSc Cyber Crime & E-Investigation, BSc Applied Criminology with Forensic Studies, Coordinator of a Program of Study
2. Dr. (C) Nagia Panagiotou, PhD (C) Law, LL.M and LLB Law University of Nicosia, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Office Administration and ICT Department

1. Dorita Chrysantou, MA in Marketing with HR Management, MBA Business Adm. BSc Economics, Coordinator of a Program of Study

2. Olga Pelekanou, MBA Business Administration, MSc Web & Mobile Systems BSc Computer Science (Frederick University Cyprus, Computer Science, the School of Engineering and Applied Sciences), BSc Computer Science (Omsk State Pedagogical University, the faculty of Computer Science, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Beauty Department

1. Panayiota Philippou, MA Beauty Care, Exercise in Health Promotion and Stress Mgt, BA Aesthetics – Cosmetology, **Head of the Program**
2. Chara Panayiotou, MA Beauty Care, Exercise in Health Promotion and Stress Mgt, BA Aesthetics – Cosmetology, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Hairdressing Department

1. Artemis Angelidou, BA Aesthetics, Higher Diploma in Hairdressing, dexcel BTEC Level 3 Award (in preparing to teach in the lifelong learning sector Certificate 2011 V1, Certificate 2010 Learning & Development Level 4, Qualification 2008, Assessor, Certification 2007, Schwarzkopf, Certification 2000-1 NVQ 3, Connect Hair Extension System, London, Education courses for color and cut, Morr's School, Certification 1986-1988 Hairdressing School, City & Guilds, **Head of the Program**
2. Christos Michael, MA Beauty Care, Exercise in Health Promotion and Stress Mgt, BA Primary Education, European University of Cyprus, R & Z Hair and Beauty Techniques Diploma NVQ 1 & 2, R & Z Hair and Beauty Techniques Diploma NVQ 3 – Special hairdressing lessons, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

Department of Design

1. Athanasia Amvrosiou, BA in Fashion Design Coordinator of a Program of Study
2. Antonia Antoniou, Master in Fashion Design, B.A in Fashion Design, Italian Language Level B2, Member of the academic staff of the department
3. An undergraduate or a student of the Department / Sector who is in the third year of study

The procedure for the appointment of the members and the duration of their mandate is decided by the relevant departments and College and posted on their website.

Internal Quality Assurance Committee by Department is responsible for:

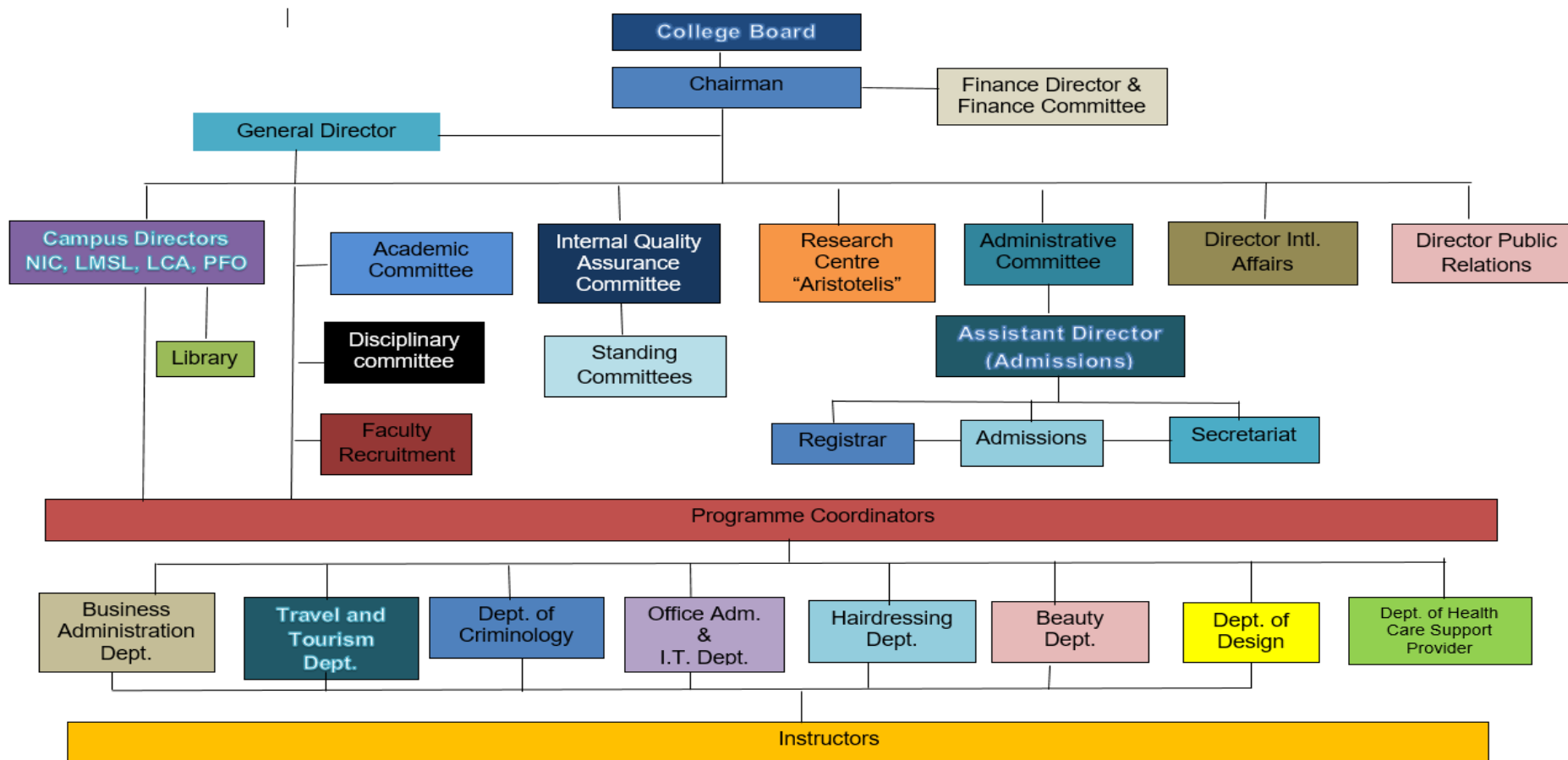
- Proportional application of the standards set out in Article 12 of the Quality Assurance and Accreditation of Higher Education Act and the establishment and operation of an Agency for related issues Laws and related Regulations, for the purpose of ensuring the internal quality of the Department / Sector.
- Assist the work of the College Internal Quality Assurance Committee to prepare the special self-assessment reports in relation to External Assessments relating to the Department / Sector and its curricula, in accordance with the standards laid down and published by the Agency.

- Analysis of internal strengths and weaknesses (SWOT analysis) in the institution / department and program as well as external factors that create opportunities and threats to achieve their goals. The evaluation of the Department / Sector or Program will focus, but will not be limited to, the following elements of the Foundation's / Department / Sector or curriculum:
 - a) (a) the effectiveness of the teaching project and the resources available for that purpose
 - b) (b) the programs and qualifications/titles in relation to the scientific and professional objectives of each program or institute
 - c) c) research work and its synergy with teaching
 - d) d) administration, student welfare and teaching support
 - e) e) sufficiency in the number and quality of academic and teaching staff

The analysis and the attached data will be promoted to the College Internal Quality Assurance Committee to facilitate its work and will be an integral part of the application for Institutional, Departmental and Programmatic Evaluation.

APPENTIX 13

C.D.A. COLLEGE ORGANIZATIONAL STRUCTURE



Appendix 14

Health Care Support Provider (2 Years, Diploma/120 ECTS)

Βοηθός Φροντίδας Υγείας (2 Χρόνια, Δίπλωμα/120 ECTS)

A Semester

A/A	Course Code & Name		Periods per week		Period Duration	Number of weeks	Teaching periods per semester	ECTS
			Theory	Lab				
1	ΦΡΥ101	Introduction to the notion of health care Support provider	2		50	14	28	3
2	ΦΡΥ102	Anatomy	3	1	50	14	56	6
3	ΦΡΥ103	Physiology	3	1	50	14	56	6
4	ΦΡΥ104	Environmental hygiene	2		50	14	28	3
5	ΦΡΥ105	First Aid	1	1	50	14	28	3
6	ΗΥΠ101	Computing in Health	2		50	14	28	3
7	ΑΓΓ101	English Terminology I	2		50	14	28	3
8	ΤΠΦ101	Evidence base practice in supportive health care	2		50	14	28	3
								30

B Semester

A/A	Course Code & Name		Periods per week		Period Duration	Number of weeks	Teaching periods per semester	ECTS
			Theory	Lab				
9	ΦΡΥ201	Supportive care of older people	2	1	50	14	28	3
10	ΦΡΥ202	Health care support in the Community	3		50	14	56	6
11	ΦΡΥ203	Health care support of individuals with internal-medicine diseases	5	2	50	14	56	6
12	ΦΡΥ204	Health Psychology	3		50	14	28	3
13	ΕΠΙ201	Communication Skills and Techniques	2		50	14	28	3
14	ΑΓΓ201	English Terminology II	2		50	14	28	3
15		Free Elective	2		50	14	28	3
								30

C Semester

A/A	Course Code & Name		Periods per week		Period Duration	Number of weeks	Teaching periods per semester	ECTS
			Theory	Lab				
16	ΦΡΥ301	Practical Exercise I (Internship I)		10	50	14	168	15
17	ΦΡΥ302	Perioperative health care support	4	2	50	14	84	6
18	ΦΡΥ303	Supportive Care of Vulnerable Groups and Health Promotion	2		50	14	28	3
19	ΦΡΥ304	Professional supportive Care Skills I		2	50	14	28	3
20	ΦΡΥ305	Legal, Bioethical and Ethical Issues in Health	2		50	14	28	3
								30

D Semester

A/A	Course Code & Name		Periods per week		Period Duration	Number of weeks	Teaching periods per semester	ECTS
			Theory	Lab				
21	ΦΡΥ401	Practical Exercise II (Internship II)		10	50	14	168	15
22	ΦΡΥ402	Supportive care of individuals with mental health problems	3	1	50	14	56	5
23	ΦΡΥ403	Children health care support	3	1	50	14	56	5
24	ΦΡΥ404	Professional supportive Care Skills II		1	50	14	14	2
25		Free Elective	2		50	14	28	3
								30

Electives

A/A	Course Code & Name		Periods per week		Period Duration	Number of weeks	Teaching periods per semester	ECTS
			Theory	Lab				
1	ΦΡΥ501	Health Unit Administration	2		50	14	28	3
2	ΦΡΥ502	Basic Notions of Social Work	2		50	14	28	3
3	ΦΡΥ503	Nutrition - Diet	2		50	14	28	3
4	ΦΡΥ504	Office Organization	2		50	14	28	3

Appendix 15

Course Title	Evidence-Based Practice in Supportive Health Care Sector			
Course Code	ΤΠΦ 101			
Course Type	Compulsory			
Level	Diploma			
Year / Semester				
Teacher's Name	Dr. Mikaella Simeou Konstantinou			
ECTS	3	Lectures / week	2	Laboratories / week
Course Purpose and Objectives	The course aims at providing the necessary knowledge and skills to students that will enable them to offer effective supportive care to patients in the field of health care services in general .			
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <ul style="list-style-type: none"> - Define Evidence – Based Practice in the supportive Health Care Sector. - Identify and describe the steps of Evidence – Based Practice in the Health Care Sector. - List in detail how to apply and offer supportive health care services. - Present examples of how supportive health care services is applied in the clinical practice of the supportive Community or supportive Psychiatric submissive care. 			
Prerequisites			Required	
Course Content	Weeks	Learning Outcomes & Content of the course		
	1	Definition of Evidence – Based Practice in the supportive Health Care Sector and its Necessity.		
	2	Steps of Proven Practical Supportive Health Care: Step One and Two – Introduction: Formulation of clinical questions, finding relevant documentation Step three: Critical examination of the Quantitative and qualitative type documentation and making a decision. Step Four and Fifth: Using models and strategies for Evidence – Based Practice in the Health Care Sector		
	3	Patients' Interests and choices and the Clinical judgement in supportive Evidence – Based Practice in the supportive Health Care Sector		
	4	Supportive Evidence – Based Practice in the Health Care Sector: Tools for Improving Supportive Clinical Health Care		

	5	Development and sharing of supportive evidence – based practice conclusions
	6	Mid-term examination
	7	Development and sharing of supportive evidence – based practice presentation of results
	8	Identifying and Writing supportive evidence – based practice in the Health cases
	9	Sharing of supportive evidence – based practice in the supportive Health Care Sector
	11	Health Care Systems, Community Health Care - Resident health care - on-site care and follow-up care.
	12	Develop a culture compatible with supportive Evidence-Based Practice in Health Care Sector Teaching Evidence-Based Practice in Health Care Sector, developing a vision and motivating the introduction of Evidence-Based Practice in Health Care Sector on a personal and group level.
	13	Guide to Clinical Practice in Supportive Community Care, Documentation Guide Clinical Practice in Supportive Care for people with Mental Health problems.
	14	Revision for Final Examinations
Teaching Methodology		Class Participation, Lectures, case studies discussion, independent study and research Mid - term, written assignments, Final Examination preparation
Bibliography		<p>Main Bibliography</p> <ul style="list-style-type: none"> • Melnyk BM, Fineout - Overholt E. Evidence –Based Practice in Nursing and Health Care. A Guide to Best Practice Lippincott Williams &Wilkins 2010, ISBN-13: 978-1605477787 • Malloch K, Porter-O’Grady T. Introduction to EvidenceBased Practice in Nursing and Health Jones and Bartlett Publishers, 2010, ISBN: 978-0-7637-6542-2 • Fawcett J, Garity G. Evaluating Research for Evidence-Based Nursing Practice, F.A. Davis CO. 2008, ISBN-13: 978-0803614895 <p>Additional Bibliography</p> <ul style="list-style-type: none"> • DiCenso A, Guyatt G, Ciliska D. Evidence-Based Nursing: A Guide to Clinical Practice Elsevier Mosby 2005 ISBN-13: 978-0-323-02591-1
Assessment		40% course work continuous assessment, 60% final examinations. Passing mark 50%

Language	Greek	
Estimated Work Load	ΤΠΦ 101: Evidence-Based Practice in Health Care Sector	3 ECTS
	Activity	Hours
	Class Attendance	28
	Independent study	19
	Mid-term preparation	5
	Mid-term examination	1
	Assignment Preparation	9
	Final Examination preparation	11
	Final Examination	2
	Total	75

**Appendix 16 Learning Outcomes Matrix of Health Care Provider
(2 Years, Diploma / 120 ECTS)**

No.	To acquire basic knowledge about the philosophy of health and disease.	Courses	Methodology	Assessment
1	To distinguish the multiple roles of the health care provider in the provision of supportive health care in terms of prevention, relief and support.	ΦΠΥ 101 ΦΠΥ 102 ΦΠΥ 103	Theoretical Courses: Class Participation, Lectures, Mid - term, Assignments, Projects, Final Examination	Student Examination and Grading Modes - Grades and Passing Grade of Students A system of continuous evaluation (course work) which is 40% and final Examinations which is 60% and the Passing mark is 50% , as follows: During the semester, the instructor evaluates the students through a) Course Work which consists of: Tests, assignments, individual or group project, mid-term exams and / or other tests, practical examinations, log books. The average of the scores is the continuous assessment score. - The final
2	To become familiar with the various theories of communication techniques and interpersonal communication and provide supportive care to patients.	ΕΠΙ 201 ΦΠΥ 101 ΦΠΥ 104	Mixed Courses: Class Participation, Clinical experience practice, Lectures, labs, Mid - term, Assignments, Projects, Final Examination	
3	Recognize the pathological lesions faced by the elderly and people with disabilities and be able to provide support to the problems that affect their quality of life.	ΦΠΥ 201 ΦΠΥ 204		
4	Understand theories about health promotion, the objectives of Public Health and health care support to the Community.	ΦΠΥ 101 ΦΠΥ 102 ΦΠΥ 103 ΦΠΥ 201 ΦΠΥ 303 ΦΠΥ 301 ΦΠΥ 304		
5	Apply the law governing the exercise of the health care support provider, the rights of patients and the obligations of the health care support provider.	ΦΠΥ 304 ΦΠΥ 305		
6	Design individualized patient support care programs based on identifying an individual's needs.	ΦΠΥ 101 ΦΠΥ 102 ΦΠΥ 103 ΦΠΥ 203 ΦΠΥ 301 ΦΠΥ 303 ΦΠΥ 304 ΦΠΥ 305 ΦΠΥ 402 ΦΠΥ 403		

7	To actively participate and support the action plans, to construct supportive care plans for operated persons as well as to assist in the pre-operative and post-operative process of persons to be operated on.	ΦΡΥ 101 ΦΡΥ 102 ΦΡΥ 103 ΦΡΥ 304		examination is carried out at the end of the semester.
8	Evaluate the clinical signs and symptoms of the pathological patient and act according to the type of disease and the severity of the condition.	ΦΡΥ 101 ΦΡΥ 102 ΦΡΥ 301 ΦΡΥ 302 ΦΡΥ 304		
9	To acquire the necessary knowledge and skills in order to provide assistance in cases of cardiac arrest, injury or sudden illness.	ΦΡΥ 101 ΦΡΥ 102 ΦΡΥ 105 ΦΡΥ 203 ΦΡΥ 301 ΦΡΥ 304		
10	To apply theories and supportive care plans to children and the mentally ill who are hospitalized.	ΦΡΥ 105 ΦΡΥ 403		
11	To acquire basic knowledge about the philosophy of health and disease.	ΦΡΥ 101 ΦΡΥ 102 ΦΡΥ 103 ΦΡΥ 401 ΦΡΥ 402 ΦΡΥ 403 ΦΡΥ 404		

Appendix 17 Revised Course Syllabuses



Revised Course Syllabuses

Health Care Support Provider
(2 Years, Diploma/120 ECTS)

Βοηθός Φροντίδας Υγείας
(2 Χρόνια, Δίπλωμα / 120 ECTS)

Nicosia

June, 2021

Revised Course Syllabuses

Course Title	Introduction to the notion of health care support provider				
Course Code	ΦΡΥ 101				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	1st Year, A Semester				
Teacher's Name	Dr. Anestis Vasiou				
ECTS	3	Lectures / week	2	Laboratories / week	
Course Purpose and Objectives	<p>The aim of the course is to introduce students to the notion of the health care provider. The health care provider falls within the science of supporting nursing and for this reason the scientific framework of supporting nursing is presented and reference is made to the philosophy, theory and clinical practices so that students come into contact with both the scope of this science and with historical elements of its development, which may still affect the professional and scientific conditions of the area. Also, the principles of the holistic approach are presented and some of the phenomena of interest to supportive nursing are analyzed in their pathophysiological and psychosocial components to demonstrate the need to develop the therapeutic parameters of care.</p>				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <ul style="list-style-type: none"> Define the concept of care and describe the role of the health care provider. Analyze the basic human needs and care interventions that are addressed to the individual in the family and in the community. Critically examine the concepts of culture, nationality and the ways in which they affect health care. Recognize the concepts of well-being, health and disease and the factors that affect them within the health system. Evaluate the ethical and legal aspects of the health care provider and the related ethical dilemmas. Describe the basic theories related to the nature of human development and evolution during life. Explain and set the type of health services provided in the community and in the hospital area as well as the importance of ensuring the continuity of care for the patient and his family. Identify the key roles in health care. 				

	Determine the basic roles in supportive health care	
	Understands and implements the steps of the general patient care plan.	
Prerequisites	None	Required
Course Content	Weeks	Content and learning outcomes
	1	<p>Introduction to the Institution of the Health Care Support Provider</p> <p>The role of the health care provider - Historical background - The cooperation between nurse and caregiver - The relationship between health care provider and patient - The provision of care in Cyprus and worldwide - Characteristics of the health care provider.</p>
	2	<p>Basic Human Needs</p> <p>Levels of needs - application of Maslow theory - family - structures functions evolutionary family tasks - risk factors - care interventions to promote family well-being - community health and illness - risk factors - community care.</p>
	3	<p>Concepts of Culture and Nationality</p> <p>Factors Affecting Cultural Sensitivity - Cultural and National Impacts on Health Care.</p>
	4	<p>Promoting Wellness in Health and Illness</p> <p>Health and disease patterns - factors influencing health and disease status - promoting well-being and disease prevention - care as prevention care.</p>
	5	<p>Theoretical foundation of supportive health care</p> <p>Supportive health care theories and supportive health care practice - conceptual and theoretical frameworks of supportive nursing - application of conceptual and theoretical frameworks in supportive health care.</p>
	6	Mid-term examinations
	7	<p>Values and ethics in health care support</p> <p>Value development - core values for the professional health care support provider - clarification of values - professional ethics and ethics - codes of ethics - patients' rights - legal implications for support nursing - insurance and professional liability - important ethical dilemmas and concerns in health care support.</p>

	8	The nature of human development and evolution Principles of development and evolution - theories of human development and evolution - influences of the family on development and evolution - application of the principles of development and evolution.
	9-10	Development and Evolution from Conception to Adolescence The early to late adult years - developmental theories of adults and the elderly - the role of the health care support provider of the individual age groups
	11	Health Care Systems Community supportive health care - resident care health - care on site and follow-up care.
	12	Essential Roles in health supportive care The role of the health care provider in communication, with the individual and the family, the role of the health care provider as a teacher, as a leader, researcher and patient advocate.
	13	Supportive Care Plan Assessment, data collection, interpretation and analysis of data, planning, recording of purposes, selection of health care support interventions - recording of plan - care - implementation of the plan - evaluation of supportive care - documentation - report and meeting.
	14	Revision for final examinations
Teaching Methodology	Class Participation, Lectures, Mid - term, Assignments, Projects, Final Examination	
Bibliography	<p>Main Bibliography</p> <p>Θεμελιώδεις αρχές της νοσηλευτικής. Η επιστήμη και η τέχνη της νοσηλευτικής φροντίδας.</p> <p>Taylor Carol, Lillis Carol, LeMone Priscilla</p> <p>Published: 2006</p> <p>Ιατρικές Εκδόσεις Π.Χ Πασχαλίδης</p> <p>ISBN: 9789603990888</p> <p>Εισαγωγή στη Νοσηλευτική Επιστήμη</p> <p>Σ. Ζυγά</p>	

	<p>Published: 2013</p> <p>Edition: 2nd</p> <p>Εκδόσεις ΒΗΤΑ</p> <p>ISBN: 978960452175-3</p> <p>Additional Bibliography</p> <p>Ζητήματα ηθικής στη νοσηλευτική πρακτική</p> <p>Χ. Λεμονίδου</p> <p>Published: 2005</p> <p>Ιατρικές Εκδόσεις Π.Χ Πασχαλίδης</p> <p>ISBN: 9789603993278</p>	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	
	ΦΡΥ 101: Introduction to the notion of health care provider	3 ECTS
	Activity	Hours
	Class Attendance	28
	Independent study	19
	Mid-term preparation	5
	Mid-term examination	1
	Assignment Preparation	9
	Final Examination preparation	11
	Final Examination	2
	Total	75

Course Title	Supportive care of older people				
Course Code	ΦΠΥ 201				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	1st Year, B Semester				
Teacher's Name	Raphaelia Zavrou				
ECTS	4	Lectures / week	2	Laboratories / week	1
Course Purpose and Objectives	The aim of the course is for the student to acquire the ability to recognize the biopsychosocial problems faced by the elderly, to describe and explain the physical changes that occur over time and to distinguish the pathological changes that occur with age to individuals. In addition, to evaluate the effects that diseases have on the quality of life of the elderly.				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Recognizes and describes the physiological changes observed in old age.</p> <p>Identifies the biopsychosocial effects of the elderly people</p> <p>Plans and implements supportive care plans for the elderly people</p>				
Prerequisites	ΦΠΥ 102	Required			
	ΦΠΥ 103				
Course Content	Week	Learning Outcomes & Content of Course			
	1	<p>General theories of aging - Old age - Demographically and epidemiologically characteristics of aging - Its characteristics of aging in the world, in Greece and in Cyprus –Psychology of human aging - Its biology</p> <p>of human aging - General assessment and supportive health care of elderly people.</p>			
	2	<p>Effects of population aging in the health system - in the community - in the Hospitals. Promoting the health of the elderly. Supporting the elderly family. Ethical and ethical problems in care of the elderly - the rights of the elderly -</p> <p>Health and welfare services for the elderly -</p> <p>Institutions - Centres for the Protection of the Elderly</p>			

	3	Dermatological disorders Inadequate personal hygiene - bed rest. Assessment, design and implementation of supportive health Care.
	4	Musculoskeletal problems Metabolic bone diseases - joint diseases - mobility disorders - falls in the elderly - fractures. Assessment, design and implementation of supportive health Care.
	5	Food and fluid problems Dehydration - electrolyte disturbances - loss urine - faecal incontinence. Assessment, design and implementation of supportive health Care
	6	Midterm Examination
	7	Sleep and rest disorders - Pain Hearing disorders Vision disorders Assessment, design and implementation of supportive health Care
	8	Respiratory Infections and the Elderly Urinary Tract Infections and the Elderly Assessment, design and implementation of supportive health Care
	9-10	Cardiovascular problems in the elderly Assessment, design and implementation of supportive health Care
	11	Cancer in the elderly- Assessment, design and implementation of supportive health Care
	12	Mental Health Problems in the Elderly Loneliness, depression, acute confused situations in elderly (delirium), dementia in the elderly, primary degenerative Alzheimer's type dementia.

	Assessment, design and implementation of supportive health Care
13	Final stage care for the elderly Needs and support of the family Assessment, design and implementation of supportive health Care
14	Revision for final examination
Teaching Methodology	Class Participation, Lectures, labs, Mid - term, Assignments, Projects, Final Examination
Bibliography	<p>Main Bibliography</p> <p>Γεροντολογική νοσηλευτική</p> <p>Χρυσάνθη Δ. Πλατή</p> <p>Published 2008</p> <p>Ιδιωτική Έκδοση</p> <p>ISBN: 9789609047401</p> <p>Νοσηλευτική Φροντίδα Ηλικιωμένων</p> <p>Redfern J. Sally, Ross M. Fiona</p> <p>Published 2011</p> <p>Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης</p> <p>ISBN: 9789603999812</p> <p>Additional Bibliography</p> <p>Γήρας και Νόσος Άλτσχάιμερ-Ένα εγχειρίδιο για επαγγελματίες υγείας, βοηθούς-φροντιστές</p> <p>N.A. Χριστοπούλου</p> <p>Published 2008</p> <p>Βήτα Ιατρικές Εκδόσεις (BHTA Medical Arts)</p> <p>ISBN: 9789604522774</p> <p>Ψυχοπαθολογία της τρίτης ηλικίας</p> <p>Γ.Σ Χατζηαντωνίου</p>

	<p>Published 2005</p> <p>University Studio Press</p> <p>ISBN: 9789601214139</p> <p>Παθολογική και χειρουργική νοσηλευτική ΙΙΙ</p> <p>Άννα Σαχίνη-Καρδάση, Μαρία Πάνου</p> <p>Published 2004</p> <p>Βήτα Ιατρικές Εκδόσεις</p>																						
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%																						
Language	Greek																						
	<table border="1"> <tr> <td>ΦΠΥ 201: Supportive care of older people</td> <td>4ECTS</td> </tr> <tr> <td>Activity</td> <td>Hours</td> </tr> <tr> <td>Class Attendance</td> <td>28</td> </tr> <tr> <td>Lab Attendance</td> <td>12</td> </tr> <tr> <td>Independent study</td> <td>23</td> </tr> <tr> <td>Mid-term preparation</td> <td>7</td> </tr> <tr> <td>Mid-term examination</td> <td>1</td> </tr> <tr> <td>Assignment Preparation</td> <td>12</td> </tr> <tr> <td>Final Examination preparation</td> <td>15</td> </tr> <tr> <td>Final Examination</td> <td>2</td> </tr> <tr> <td>Total</td> <td>100</td> </tr> </table>	ΦΠΥ 201: Supportive care of older people	4ECTS	Activity	Hours	Class Attendance	28	Lab Attendance	12	Independent study	23	Mid-term preparation	7	Mid-term examination	1	Assignment Preparation	12	Final Examination preparation	15	Final Examination	2	Total	100
ΦΠΥ 201: Supportive care of older people	4ECTS																						
Activity	Hours																						
Class Attendance	28																						
Lab Attendance	12																						
Independent study	23																						
Mid-term preparation	7																						
Mid-term examination	1																						
Assignment Preparation	12																						
Final Examination preparation	15																						
Final Examination	2																						
Total	100																						

Course Title	Health care support in the Community				
Course Code	ΦΡΥ 202				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	1st Year, B Semester				
Teacher's Name	Raphaelia Zavrou				
ECTS	4	Lectures / week	3	Laboratories / week	
Course Purpose and Objectives	<p>The purpose of the teaching unit is to raise awareness and promote students' understanding of current issues regarding primary health care.</p> <p>The course provides theoretical and clinical knowledge so that health care providers can acquire the skills of a complete and integrated care. It also aims to develop the ability to identify learners, the health needs of the community, the family of groups and individuals, and the impact of social, cultural and environmental factors on health.</p> <p>Through interactive teaching methods, in the context of the applied part of the teaching unit, the aim is to develop students' critical reflection, so that they are able to develop skills of proper planning and provision of health services - prevention and health promotion.</p>				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Recognize modern approaches in the field of community care.</p> <p>Plan and provide comprehensive support health care to individuals in the community.</p> <p>Acquire effective clinical intervention skills in individuals in the community.</p> <p>Recognize and implement the available resources for the promotion, prevention and restoration of health.</p>				
Prerequisites	None		Required		
Course Content	Week	Learning Outcomes & Content of Course			
	1	Introduction to supportive health care in the Community historical evolution and supportive primary care.			
	2	Epidemiology and Community Nursing. Data sources, data collection methods			

	3	Supportive health care in the community	
	4	Values and beliefs. Culture & community. Intercultural Supportive care in the community.	
	5	Primary Health Care Legislation and Supportive health care in the Community	
	6	Midterm Examination	
	7	Community, community needs assessment	
	8	Environmental health care	
	9-10	Supporting care for the school population in the Community Supportive Care of the working population in the Community.	
	11	Family, family health, assessment of family needs and planning of supportive care	
	12	Supportive Care for the chronically ill and people with disabilities needs within the Community	
	13	Elderly supportive care within the Community.	
	14	Revision for final examination	
	Teaching Methodology	Class Participation, Lectures, Mid - term, Assignments, Projects, Final Examination	
	Bibliography	<p>Main Bibliography</p> <p>Κοινωνική Νοσηλευτική</p> <p>M. Stanhope, J. Lancaster</p> <p>Published 2016</p> <p>Εκδόσεις Π.Χ Πασχαλίδης</p> <p>ISBN: 9789963258475</p> <p>Κατ'οικον Νοσηλευτική Φροντίδα</p> <p>Αθ.Καλοκαιρινού-Αναγνωστοπούλου, Θ. Αδαμακίδου</p> <p>Published 2014</p> <p>Βήτα Ιατρικές Εκδόσεις</p>	

	<p>ISBN: 9789604521890</p> <p>Additional Bibliography</p> <p>Community Health Nursing</p> <p>LA Allender, BW. Spradley</p> <p>Published 2004</p> <p>Edition: 6th</p> <p>Lippincott Williams & Wilkins</p> <p>ISBN: 9780781744492</p> <p>Community/Public Health Nursing</p> <p>m. Sharhore and J. Lancasters</p> <p>Published 2015</p> <p>Edition: 9th</p> <p>Mosby</p> <p>ISBN: 978 0323371421</p>	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	
	ΦΠΥ 202: Health care support in the Community	4 ECTS
	Activity	Hours
	Class Attendance	42
	Independent study	28
	Mid-term preparation	6
	Mid-term examination	1
	Assignment Preparation	9
	Final Examination preparation	12
	Final Examination	2
	Total	100

Course Title	Health support of individuals with internal-medicine diseases				
Course Code	ΦΡΥ 203				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	1st Year, B Semester				
Teacher's Name	Dr. Anestis Vasiliou				
ECTS	9	Lectures / week	5	Laboratories / week	2
Course Purpose and Objectives	The aim of the course is for the student to understand the clinical signs and symptoms of the pathological patient, to acquire the basic principles that govern the manifestations of the pathological diseases and to evaluate and understand the severity of the patient's condition. Also, the necessary knowledge is given for the application of supportive health care to patients, who are hospitalized in private and public hospitals.				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Critically evaluate the theories of care in relation to health, disease, environment and the individual.</p> <p>Apply supportive health care theories to people who are hospitalized to compose their care plans.</p> <p>Combine the abstract knowledge of theoretical models with the applied practice of supportive actions</p>				
Prerequisites	None		Required		
Course Content	Week	Learning Outcomes & Content of Course			
	1	<p>Introduction to the supportive care of people with Pathologies</p> <p>Problems - Types of supportive care approaches.</p> <p>Supportive health Care.</p>			
	2	<p>Fluid and electrolyte imbalances -</p> <p>Routes of water uptake and excretion - Parenteral</p> <p>Fluid administration.</p> <p>Evaluation, design and implementation of supportive health care for patients with water-electrolyte disorders.</p>			
	3	Physiology of pain - Reduction of pain - Experience			

	<p>Pain - types of pain - Assessment, planning and implementation of supportive care for patients with pain.</p> <p>Respiratory system anatomy and physiology Symptoms of respiratory diseases - Diagnostic tests - Rhinitis - Vaginitis - Pharyngitis - Acute tonsillitis - Acute laryngitis</p>
4	<p>Herpes simplex - Pneumonia - Pulmonary Abscess - Tuberculosis - Pleurisy - Occupational Pulmonary Diseases - Laryngeal Cancer - Lung Cancer - Pulmonary Embolism - Nasal oxygen delivery cannula - Oxygen administration with Venturi mask - Oxygen administration with aerosol mask - Oxygen administration with partial inhalation mask - Oxygen administration with non-inhalation mask.</p> <p>Assessment, design and implementation of supportive health Care for the person with respiratory problems</p>
5	<p>Pathology of the malignant process - Detection - Prevention and diagnosis of malignant neoplasms - Symptoms of malignant neoplasms - treatment of neoplasms.</p> <p>Assessment, design and implementation of Individual supportive health Care with Tumors</p>
6	Midterm Examination
7	<p>Anatomy - Physiology of the cardiovascular system assessment of cardiovascular signs and symptoms - diagnostic tests - coronary heart disease - angina - myocardial infarction - cardiac arrhythmias - cardiac arrest - microbial endocarditis - rheumatic heart disease - myocarditis - pericarditis</p>
8	<p>Congestive heart failure - pneumatic acid edema - cardiogenic shock - aortitis - aortic aneurysm - peripheral vascular disease - atherosclerosis - atherosclerosis - Buerger's disease - Raynault's phenomenon - Hypertension - thrombophlebitis - venous thrombosis - varicose veins - varicose veins - varicose veins - varicose veins.</p> <p>Assessment, design and implementation of supportive health Care of person with cardiovascular problems</p>

	<p>9-10</p>	<p>Anatomy - Physiology of the digestive system</p> <p>Assessment of signs and symptoms of the digestive system - Diagnostic tests - Oral cancer - Leukoplakia - Esophageal tumors - Functional disorders of the stomach - acute gastritis - chronic gastritis - peptic ulcer - gastric tumors - ileus - ulcerative colitis - ulcerative colitis and ulcerative colitis colonic tumors hepatitis - liver tumors - cholecystitis - cholelithiasis - chronic pancreatitis - acute pancreatitis - pancreatic tumors.</p> <p>Assessment, design and implementation of Individual supportive health Care of persons with Problems in the digestive system.</p>
	<p>11</p>	<p>Blood physiology</p> <p>Blood tests - proeteimasia for donation - iron deficiency anemia - pernicious anemia - aplastic anemia - hemolytic anemias - sickle cell anemia - thalassemia - Polycythemia - Leukemias - Acute Leukemia - Chronic Myeloid Leukemia - Chronic lymphocytic leukemia - Lymphomas - Disease Hodgkis - Multi myelloma- Agranulocytosis - infectious mononucleosis - Hemorrhagic conditions - vascular purpura - idiopathic Thrombotic purpura - hemophilia.</p> <p>Assessment, design and implementation of supportive health care Care for a person with hematological diseases.</p>
	<p>12</p>	<p>Anatomy and Physiology of the Urinary System</p> <p>Symptoms of Urinary Tract Diseases -</p> <p>Diagnostic tests - Renal insufficiency - acute pyelonephritis - Acute glomerulonephritis - Renal syndrome - urolithiasis - Hydronephrosis - kidney tumors. Assessment, design and implementation of supportive health care for a person with urinary tract diseases</p>
	<p>13</p>	<p>Immune system physiology - inflammation - immune response - gout - rheumatoid arthritis</p> <p>arthritis - lupus erythematosus - HIV / Aids - immune hyperactivity - allergies.</p> <p>Assessment, design and implementation of supportive health Care for the person with immune disorders</p> <p>Anatomy and Physiology of the endocrine system</p> <p>Diagnostic Tests - syndromes with hyper function of the pituitary gland - anterior pituitary gland -</p> <p>Gigantism - Obesity - Pituitary Disorders - Diabetes Mellitus - Adrenal Disorders - Hypothyroidism, Hyperactivity - Hyperthyroidism,</p>

		Hypothyroidism - Hashimoto's Thyroiditis - Hyperparathyroidism - Hypothyroidism
	14	Revision for final examination
Teaching Methodology	Class Participation, Lectures, labs, Mid - term, Assignments, Projects, Final Examination	
Bibliography	<p>Main Bibliography</p> <p>Παθολογική και χειρουργική νοσηλευτική I Άννα Σαχίνη-Καρδάση, Μαρία Πάνου Published 2004 Βήτα Ιατρικές Εκδόσεις</p> <p>Παθολογική και χειρουργική νοσηλευτική II Άννα Σαχίνη-Καρδάση, Μαρία Πάνου Published 2004 Βήτα Ιατρικές Εκδόσεις</p> <p>Παθολογική και χειρουργική νοσηλευτική III Άννα Σαχίνη-Καρδάση, Μαρία Πάνου Published 2004 Βήτα Ιατρικές Εκδόσεις</p> <p>Additional Bibliography</p> <p>Applying the Roper-Logan-Tierney Model in Practice. Holland K, Jenkins J. Edition: 3rd Published 2019 by Elsevier</p>	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	

	ΦΡΥ 203: Health support of individuals with internal-medicine diseases	9 ECTS
	Activity	Hours
	Class Attendance	70
	Lab Attendance	28
	Independent study	65
	Mid-term preparation	15
	Mid-term examination	1
	Assignment Preparation	12
	Final Examination preparation	32
	Final Examination	2
	Total	225

Course Title	Perioperative health care support				
Course Code	ΦΡΥ 302				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	2nd Year, C Semester				
Teacher's Name	Dr. Anestis Vasiliou				
ECTS	6	Lectures / week	4	Laboratories / week	2
Course Purpose and Objectives	The aim of the course is for students to gain a broad knowledge of the clinical symptoms of surgical diseases, and in sufficient depth to be able to assess and understand the severity of the clinical picture of the surgical patient. Also, to equip students in the construction of action plans for the supportive health care of operated persons and in the planning of pre-operative preparation and post-operative supportive care of persons to be operated on.				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Formulates action plans for the supportive health care of operated persons.</p> <p>Manages the biological, mental and social effects that surgery has on the lives and well-being of individuals.</p> <p>Plans pre-operative supportive preparation and postoperative supportive health care of people who are going to have surgery.</p>				
Prerequisites	None	Required			
Course Content	Week	Learning Outcomes & Content of Course			
	1	Introduction to surgical patient care Problems - Types of approach to preoperative and Postoperative supportive health Care - Care Planning.			
	2	Evaluation of operated patient pain Pain Reduction - Experiencing Pain - Types of Pain. Evaluation, planning and implementation of supportive health care for patients with pain.			
	3	Description of pathophysiological changes of surgical patients - Endocrine System Symptoms - Diagnostic tests - Cushing's disease - Adrenal resection - Pheochromocytoma - Hyperthyroidism - Thyroid tumours - Thyroidectomy - Hyperparathyroidism - Removal of parathyroid glands			

	Evaluation, design and implementation of surgical supportive health care of endocrine system patients.
4	<p>Description of pathophysiological changes of surgical patients - Haematological System Symptoms - Diagnostic tests - treatment - myelodysplastic syndromes - leukaemia - malignant - lymphoma - multiple myeloma - transfusion therapy - bone marrow transplant.</p> <p>Evaluation, design and implementation of the supportive health Care of surgical patients with haematological problems.</p>
5	<p>Description of pathophysiological changes of surgical patients - Cover System Symptoms - Diagnostic tests - Burns - Injuries - Benign skin tumours - skin cancer - Plastic and reconstructive surgery. Assessment, design and implementation of supportive health Care surgical patients with eyelid disorders systemic.</p>
6	Midterm Examination
7	<p>Description of pathophysiological changes of surgical patients - Respiratory system Symptoms - Diagnostic tests - Disorders sinus nostril - Nasal fracture - Facial trauma - Laryngeal trauma - Upper airway obstruction - Tracheostomy - Head and neck cancer - Laryngeal cancer. Evaluation, design and implementation of Surgical supportive health care for patients with respiratory disorders.</p>
8	<p>Description of pathophysiological changes of surgical patients - Respiratory system Lung cancer - Pulmonary embolism, syndrome acute respiratory distress - Lung fracture - rib fractures - Paradoxical pneumothorax and hemothorax breathing - Tracheobronchial trauma.</p> <p>Evaluation, design and implementation of Surgical supportive health care for patients with respiratory disorders.</p>
9-10	Description of pathophysiological changes of surgical patients- Gastrointestinal system

	<p>Symptoms - Diagnostic tests – Oral Tumors - Diaphragmatic Hernia - Oesophageal Tumors - Peptic Ulcer - Stomach Cancer - Surgical Procedures in Obesity - Non-Inflammatory Bowel Diseases - Hernia - Colorectal Cancer - Ileus - Polyps - Haemorrhoids - Haemorrhoids - Inflammatory Ulcers.</p> <p>Evaluation, design and implementation of Surgical supportive health care for patients with digestive disorders.</p>
11	<p>Description of pathophysiological changes of surgical patients- Gastrointestinal system</p> <p>Crohn's disease - Diverticulitis - Rectal abscess - Anal fissure - Anal fistula - Liver injury, liver abscess - Liver tumours - Liver transplantation - Acute and chronic cholecystitis - Cholelithiasis.</p> <p>Evaluation, design and implementation of Surgical supportive health care for patients with digestive disorders.</p>
12	<p>Gallbladder Cancer - Pancreatic Abscess - Pancreatic pseudocyst - Pancreatic cancer.</p> <p>Evaluation, design and implementation of Surgical supportive health care for patients with digestive disorders.</p>
13	<p>Description of pathophysiological changes nervous system surgical patients</p> <p>Symptoms - Diagnostic tests - Back pain - Spinal cord injury - Peripheral trauma</p> <p>Nerve - Cranial nerve diseases - Vascular stroke - Craniocerebral injury - Brain tumours - Brain abscess.</p> <p>Evaluation, design and implementation of Surgical supportive health care for patients with Nervous system disorders.</p>
14	Revision for final examination
Teaching Methodology	Class Participation, Lectures, labs, Mid - term, Assignments, Projects, Final Examination
Bibliography	<p>Σαχίνη-Καρδάση Α, Πάνου Μ. , ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις ΒΗΤΑ, Τομος 1</p> <p>Σαχίνη-Καρδάση Α, Πάνου Μ. , ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις ΒΗΤΑ, Τομος 2</p>

	<p>Σαχίνη-Καρδάση Α, Πάνου Μ. , ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις ΒΗΤΑ, Τομος 3</p> <p>Holland K, Jenkins J. Applying the Roper-Logan-Tierney Model in Practice 3rd edition. 2019 Elsevier</p> <p>Ignatavicius D, Workman ML., ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, USA: ELSEVIER (Ελληνική έκδοση ΒΗΤΑ, Ιατρικές εκδόσεις)</p> <p>Ulrich, Canale, Wendell, ΠΑΘΟΛΟΓΙΚΗ & ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις Λαγός</p>	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	
	ΦΡΥ 302: Perioperative health care support	6 ECTS
	Activity	Hours
	Class Attendance	56
	Lab Attendance	28
	Independent study	26
	Mid-term preparation	7
	Mid-term examination	1
	Assignment Preparation	12
	Final Examination preparation	18
	Final Examination	2
	Total	150

Course Title	Supportive care of individuals with mental health problems				
Course Code	ΦΡΥ 402				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	2nd Year, D Semester				
Teacher's Name	Raphaelia Zavrou				
ECTS	5	Lectures / week	3	Laboratories / week	1
Course Purpose and Objectives	<p>The purpose of the course is to raise awareness and promote students' understanding of current issues of supportive health care of mental health, as they are applied in the field of care provided. The course provides theoretical and clinical knowledge so that health care providers acquire skills of a complete integrated supportive care through the application of mental health principles.</p> <p>Through interactive teaching methods, the aim is to develop students' critical reflection, so that they are able to evaluate, prioritize, provide supportive care to persons mentally ill in a therapeutic and safe way.</p>				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Acquire knowledge regarding modern approaches in the field of care for people with mental disorders.</p> <p>Investigate the individual, interpersonal and cultural factors that affect the mental health of individuals and groups.</p> <p>Demonstrate effective communication skills and applies therapeutic communication techniques in the supportive care of patients with psychiatric symptoms.</p> <p>Distinguish the stress. Responds effectively.</p> <p>Plan and provide comprehensive supportive health care for people with mental disorders.</p> <p>Develop clinical intervention supportive skills in people with mental illness.</p>				
Prerequisites	None		Required		
Course Content	Week	Learning Outcomes & Content of Course			
	1	Mental Health Promotion.			
	2	Supporting health care plan and modern applications			

		In mental health supporting care by health care support providers.
	3	Principles of holistic mental health care.
	4	Neuro-biology of mental disorders
	5	Human rights of the mentally ill.
	6	Midterm Examination
	7	Epidemiology of mental illness.
	8	Stress of health care support providers and ways of dealing with it.
	9	Therapeutic communication techniques.
	10	General principles of health care support for people with neuro-biological disorders.
	11	General principles of support care for people with mood disorders.
	12	General principles of health care support for people with anxiety disorders.
	13	Support care for people with suicidal behavior. Ways to deal with and manage the situation.
	14	Repetition for the Final Exams
Teaching Methodology		Lectures, independent study and research, written studies or reports, homework, group work, oral presentations, demonstration, case study, screening, assignment of roles (role play), midterm exam, preparation for final exam.
Bibliography		<p>Main Bibliography</p> <p>Σύγχρονη Νοσηλευτική Ψυχικής Υγείας.</p> <p>C.R Kneisl, H.S Wilson, E.Trigoboff.</p> <p>Published 2009</p> <p>Εκδόσεις Έλλην.</p> <p>ISBN: 9789606970115</p> <p>Κλινική Ψυχιατρική</p> <p>Μαδιανός Μ.</p>

Published 2006

Εκδόσεις Καστανιώτης.

ISBN: 9789600342437

Βασικές Γνώσεις Ψυχολογίας στο Χώρο της Υγείας.

Δ. Παπαδάτου, Θ. Μπελάλη

Published 2008

Εκδόσεις Κριτική, Αθήνα.

ISBN: 9789602186084

Additional Bibliography

Fundamentals of Mental Health Nursing.

Kathryn C. and Neeb R.N

Edition: 3rd

Published: 2005

FA Davis Company: Philadelphia.

ISBN: 978-0803614017

Mental Health Nursing with Nursing Reviews & Rationales

Hogan M.A.

Edition: 4th

Published: 2018.

Pearson

ISBN: 978-0134517124

Διαγνωστικά Κριτήρια DSM-IV-TR (DIAGNOSTIC CRITERIA FROM DSM-IV-TR)

American Psychiatric Association.

Μετάφραση: Γκοτζαμάνης Κ., Γκοτζαμάνης Κ

Published: 2004.

Ιατρικές Εκδόσεις Λίτσας, Αθήνα.

	ISBN: 978-960-708-177-3	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	
	ΦΡΥ 402: Supportive care of individuals with mental health problems	5 ECTS
	Activity	Hours
	Class Attendance	42
	Lab Attendance	14
	Independent study	30
	Mid-term preparation	6
	Mid-term examination	1
	Assignment Preparation	12
	Final Examination preparation	18
	Final Examination	2
	Total	125

Course Title	Children health care support				
Course Code	ΦΡΥ 403				
Course Type	Compulsory				
Level	Diploma				
Year / Semester	2nd Year, D Semester				
Teacher's Name	Dr. Anestis Vasiliou				
ECTS	5	Lectures / week	3	Laboratories / week	1
Course Purpose and Objectives	The aim of the course is to acquire knowledge, supportive skills and attitudes regarding the main problems and diseases of infants, children and adolescents. Students should be able to provide basic care to the sick child in relation to the pathology of each system from infancy to adolescence.				
Learning Outcomes	<p>Upon completion of the course, the student is expected to:</p> <p>Explain the normal physical, mental and social development of the child, and the factors that affect and positively or negatively affect the developmental process.</p> <p>Recognize and describes the health problems and pathology of each system of newborns, infants, children, and adolescents.</p> <p>Identify and apply the methods of assessment of supportive health care, diagnosis and clinical examination of newborns, infants, children and adolescents.</p> <p>To apply supportive health care of newborns, children and adolescents.</p>				
Prerequisites	None		Required		
Course Content	Week	Learning Outcomes & Content of Course			
	1	<p>Introduction to Paediatrics</p> <p>Neonatology: Neonatal Physical Examination - Perinatal Mortality - High Risk Pregnancy New-borns -</p> <p>New-born resuscitation - premature new-borns.</p>			
	2	<p>Neonatal respiratory problems, syndrome</p> <p>respiratory distress, meconium aspiration syndrome, air leakage syndrome bronchopulmonary dysplasia.</p>			
	3	<p>Neonatal neurological problems, neonatal spasms,</p> <p>neonatal jaundice.</p>			
	4	<p>Fatal and neonatal infections, congenital infections,</p>			

		neonatal infections, congenital anomalies.
	5	Physical and psychomotor development of new-borns, infants, children, Nutrition, breastfeeding, artificial nutrition the supportive nursing role.
	6	Mid-Term Examination
	7	Immunization, active immunization, vaccines, vaccines included in the national vaccination program, vaccines not included in the national program vaccination. The role of support health care provider in energetics immunization of children.
	8	Admission of the child to the hospital, his role Support care provider, preparation for procedures (preoperative - postoperative care), psychological preparation, supportive nursing treatment of a child with most common morbid phenomena.
	9	Children health care support history and physical assessment, Supportive health care of children with respiratory diseases, upper and lower respiratory infections, infectious diseases.
	10	Supportive health Care of children with circulatory diseases, congenital heart diseases, basic cardiopulmonary resuscitation, removal of a foreign body from the airway, heart failure.
	11	Supportive health Care of children with diseases of the urogenital system, care of children with acute - chronic renal failure.
	12	Supportive health care of children with diseases of the hematopoietic system, juvenile diabetes, meningitis and AIDS.
	13	Supportive health care of children with childhood accidents, childhood poisoning, burns, child abuse.
	14	Revision for final examination
Teaching Methodology		Lectures, independent study and research, written studies or reports, homework, group work, oral presentations, demonstration, case study, screening, assignment of roles (role play), midterm exam, preparation for final exam.
Bibliography		Main Bibliography

Παιδιατρική νοσηλευτική (Θεμελιώδεις γνώσεις για τη φροντίδα του παιδιού σε όλα τα στάδια της ανάπτυξης)

M.J Hockenberry, D. Wilson

Published: 2011

Βήτα Ιατρικές Εκδόσεις

ISBN: 9789604521227

Παιδιατρική Φυσική Εξέταση και Διάγνωση

H.Davis, B. Zitelli

Published: 2009

Εκδόσεις Broken Hill Publisher Ltd.

ISBN: 9789963716104

Παιδιατρική Φυσική Εξέταση και Διάγνωση

H.Davis, B. Zitelli

Published: 2009

Εκδόσεις Broken Hill Publisher Ltd.

ISBN: 9789963716104

Βαδική Παιδιατρική (Δίτομο)

R. Behrman, R. Kliegman Nelson

Published: 2004

Εκδόσεις Λίτσας

ISBN: 9789607081858

Additional Bibliography

Κλινικές Νοσηλευτικές Δεξιότητες Και Νοσηλευτική Διεργασία. (Εγχρωμος Άτλας)

P. Lynn

Published: 2011

Ιατρικές Εδόσεις Πασχαλίδη

	ISBN: 9789604891658	
Assessment	40% course work continuous assessment, 60% final examinations. Passing mark 50%	
Language	Greek	
	ΦΡΥ 403: Children health care support	5 ECTS
	Activity	Hours
	Class Attendance	42
	Lab Attendance	14
	Independent study	30
	Mid-term preparation	6
	Mid-term examination	1
	Assignment Preparation	12
	Final Examination preparation	18
	Final Examination	2
	Total	125

Appendix 18 Recruitment and Selection Process for Academic Staff at CDA College

The following steps are taken for the recruitment of a faculty member:

1. The General Director (Academic Affairs & Management), the Higher Administrative Officer and the head of the programme of the discipline involved identify the need for additional faculty in the Recruitment Committee.
2. The Recruitment Committee will examine the issue by studying relevant curriculum vitae of various applicants who have previously applied for the vacant position in question. If found necessary, the Director places an advertisement and invites more applicants to send their curriculum vitae
3. The Recruitment Committee invites those applicants he/she believes are the most appropriate to fulfill the vacant position in question based on the information described in their curriculum vitae
4. The Recruitment Committee will have a first interview with all selected applicants. The first interview aims to meet the applicant rather than examining in detail his/her suitability for the position in question
5. The Recruitment Committee arranges with successful applicants to attend a second meeting. The Director explains to the applicants that during the second meeting they need to prepare a presentation on an agreed subject. The Director and the applicant agree upon the date and time when the second meeting and presentation will take place
6. During the second meeting applicants make a presentation on the subject agreed. The Committee for Faculty Selection attends the presentation. Following the end of the presentation the Recruitment Committee interviews the applicant. The purpose of the second interview is to examine in detail the interviewee's suitability for the position in question
7. After all applicants have attended the second meeting the Committee for Faculty Selection meets in order to rank all applicants, considered to be appropriate, in terms of their suitability for the position in question. In addition, the Committee identifies any candidates inappropriate for the position. Such candidates are not included in the ranking of appropriate candidates and are, under no circumstances, make an offer
8. The Recruitment Committee decides for the appropriate applicant and makes him/her an offer and
9. Provided that the candidate accepts the Committee's offer, employment commences on the agreed date. In case the candidate does not accept the offer the Committee should make an offer to the next most suitable candidate. In case no successful candidate accepts the Committee's offer then the Director of Academic Affairs places an advertisement and invites more applicants to send their curriculum vitae and the procedure starts again.

Additionally, all the teaching staff are indirectly involved in the whole admission criteria and admission process through the meetings held by the College once every semester, where all faculty staff can introduce their suggestions on all issues towards the improvement of the College's processes and policies to achieve higher educational standards. Nonetheless, among the teaching staff other duties, is to act as counsellors by advising students after their admission and registration.

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:

- Organize special seminars tailored towards the improvement of teaching skills for old/new faculty;
- Provide material and teaching aids to facilitate better classroom teaching;



- Encourage faculty to attend appropriate local seminars and workshops.
- 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:
- Membership must be recommended by the Director of Academic Affairs and approved by the General Director.
- Attendance at local relevant conferences, seminars, lectures, symposia are encouraged and strongly recommended.

Appendix 19 CV Dr. Mikaella Konstantinou

Curriculum Vitae

Personal Data

Name : Mikaella

Surname : Symeou Konstantinou

Gender : Female

Date of Birth : March the 29 th , 1988

Nationality : Greek Cypriot

Place of Birth : Nicosia- Cyprus

Contact Details :

House :00357-2262133

Mob: 00357-99769691

Job: 00357-22603880-3873

Email : symeoumikaella@gmail.com

Address : Aisxylou 15 Panw Deftera

Business experience

9/9/2019 –Today Quality Assurance Department Nicosia General Hospital (Full time)

01/01/2018-8/9/2019 Quality Assurance Department Nicosia General Hospital (part time)

27.9.2010 – 8.9.2019 Registered Nurse- Internal Medicine Department Nicosia General Hospital

22.2.2010-23.9.2010. Registered Nurse Hippocrateon Private Hospital - Gynecological and Midwifery ward

Academic Education

10/2018-12/18. Specialized program on "Management of patients with rheumatic diseases" organized from Ministry of Health and University of Nicosia

10/2014 – 1/2018 PhD Health Management, School of Sciences, Frederick University (GPA= 10/10).

2013-2014 Msc in Public Health School Of Sciences, European University of Cyprus (GPA = 3.75/4.00)

2011-2013 Simulation of nursing degree – Cyprus University of Technology (GPA= 9.158/10)

2006-2010 Nursing Diploma. Nursing School Of Cyprus (general nursing practice- elderly nursing- midwife nursing - pediatric nursing - GPA= 89.5/100)

2003-2006. Kykkos B' Lyceum- Nicosia : Diploma – “High School” (GPA= 18.5/12)

Languages

Greek : Mother Tongue

English : Fluent Speaker and Writer (Proficiency Certificate – Anglia Exams)

Information technology/ software appreciation

Microsoft Office Package : Excellent Command (ECDL on MS Word)

General Approach : Confident user and Competent Learner of new packages

Knowledge of SPSS

Continuous education

Continuous participation in conferences inside and outside the country on issues related to patient health, quality and safety. Available upon further request

Awards

Honorary plaque from Frederick University as recognition of the contribution to new knowledge and research.

MSc PUBLIC HEALTH Academic Excellence Award.

Award for best performance in Midwifery throughout the course of the basic Nursing program.

Award for best performance in team 2006/2 throughout the course of study.

Award for the best research work at the Cyprus Nursing School 2010.

Conference Publications

- Symeou Konstantinou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. The estimation of negative emotional state of nurses in public hospitals in

- Cyprus and the role of emotional intelligence. Original research. International Conference «Nursing – Caring for People in Contemporary Societies» 5-6/4/2019. e-poster,
- Symeou Konstantinou Mikaella, Efstathiou Andri . The specialized role of the nurse in patients with rheumatic diseases. International Conference «Nursing – Caring for People in Contemporary Societies» 5-6/4/2019
 - Symeou Mikaella. Trigger Finger, Cyprus Operating Room Nurse Assosiation 5-6/4/2019
 - Symeou Konstantinou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. Intelligence of the heart. Conceptual clarifications and its value in nursing practice. 25th Cyprus Nursing and Midwifery Conference 23-24 / 11/2018.
 - Symeou Konstantinou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. The Impact of Emotional Intelligence on Health-Related Quality of Life in Nurses Cyprus Public Sector. 25th Cyprus Nursing and Midwifery Conference 23-24 / 11/2018. (poster)
 - Mary Kyriakou Georgiou, Michaela Symeou Constantinou. Develop, implement and evaluate a hospital referral and knowledge system with direct involvement of healthcare professionals in a way that reduces harm and establishes a patient safety culture. Conference on Quality 2018.
 - Efstathiou Andri, Symeou Mikaella, Dafni Kaitelidou, Eleni Gelastopoulou, George Charalambous “Investigation of the factors affecting the smooth and efficient operation of the emergency department (ED) at Cyprus Hospitals” (Original Research). EUSEM The European Emergency Medicine Congress 8-12/9/2018
 - Symeou Konstantinou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. Emotional intelligence of public sector nurses in Cyprus: The impact of job features. 18th Cyprus Nurses Conference on Surgery Nurses 20-21 / 04/2018
 - Symeou Mikaela, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. Study of health-related quality of life in nurses and explore the factors that influence it. Systematic review. 24th Cyprus Nursing and Midwifery Conference 10-11 / 11/2017. (poster)
 - Symeou Mikaela, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. Assessment of health-related quality of life (HRQoL) in nurses working in public hospitals in Cyprus. Original research. 24th Pancyprian Nursing Conference of Midwifery 10-11 / 11/2017.

- Efstathiou Andri, Symeou Michaela, Kaitelidou Daphne, Gelastopoulou Eleni, Charalambous Georgios. Sustainable Development Goals and proper functioning of ICTs. Systematic Overview 24 Pancyprian Nursing and Midwifery Conference November 10-11, 2017
- Efstathiou Andri, Symeou Mikaella, Kaitelidou Daphne, Gelastopoulou Eleni, Charalambous Georgios. Investigation of factors affecting the proper and efficient functioning of ED in Cyprus state hospitals. (original research) 24th Cyprus Nursing and Midwifery Conference 10-11 November 2017
- Symeou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charala, Pous Georgios, Gelastopoulou Eleni. Assessment of the negative emotional state and emotional intelligence of public sector nurses in Cyprus. Original research Panhellenic - 9th EMU Pan-European Scientific & Professional Nursing Conference 27-30 / 4/2017. (poster)
- Efstathiou Andri, Symeou Mikaella, Charalambous Georgios. The Contribution of ED to the Health Systems of the State. 10 Pan-Hellenic 9th Pan-European Scientific & Professional Nursing Conference 27-30 / 4/2017
- Mikaella Symeou, Antri Evstathiou, Georgios Charalambous, Eleni Jelastopulu: The impact of emotional intelligence on the emotional state of nurses in public hospitals in Cyprus. **25th European Congress of Psychiatry. 1-4/4/2017**
- Andri Efstathiou, Mikaella Symeou, Dafni Kaitelidou, Eleni Jelastopulu, George Charalambous. The effect of continuous aging population in the operation of emergency department (ED) 11th European congress on Emergency Medicine
- Andri Efstathiou, Mikaella Symeou, Dafni Kaitelidou, Eleni Jelastopulu, George Charalambous Investigate the factors that affect the smooth and efficient operation of the emergency department. The case of Paphos and Paralimni Generals Hospitals of Cyprus. Original Research. 11th European congress on Emergency Medicine
- Andri Efstathiou, Mikaella Symeou, Dafni Kaitelidou, Eleni Jelastopulu, George Charalambous Investigate the factors affecting the efficient and effective operation of the emergency department. A systematic review. 11th European congress on Emergency Medicine
- Symeou Mikaella, Efstathiou Andri, Gelastopoulou Eleni. Pressure ulcers. Prevention, staging and surgical treatment. 17th Cyprus Nursing Congress of Operative Nurses 17-18 / 3/2017.

- Mikaella Symeou, Antri Evstathiou, Georgios Charalambous, Eleni Jelastopulu. Study of health-related quality of life (HRQOL) of nurses. Systematic Review. 12th European Conference of the commonwealth Nurses & Midwives Federation 10-11/03/2017
- Mikaella Symeou, Antri Evstathiou, Georgios Charalambous, Eleni Jelastopulu. The evaluation of negative emotional state of nurses in public hospitals in Cyprus and the role of emotional intelligence. Original research. 12th European Conference of the commonwealth Nurses & Midwives Federation 10-11/03/2017
- Andri Efstathiou, Christina Ioannidou, Mikaella Symeou, Samoutis Alexis Teenagers and Internet addiction in Cyprus. Original Research European Conference of the commonwealth Nurses & Midwives Federation 10-11/03/2017
- Antri Efstathiou, Mikaella Symeou, Eleni Jelastopulu, Dafni Kaitelidou, Georgios Charalambous. Investigate the factors that affect the smooth and efficient operation of Accident and Emergency department at Paphos and Paralimni Generals Hospital. Original Research. 12th European Conference of the commonwealth Nurses & Midwives Federation 10-11/03/2017
- Symeou Mikaella, Efstathiou Andri, Charalambous Georgios, Gelastopoulou Eleni Assessing the Negative Emotional Condition of Cyprus Public Sector Nurses - Original Research. 17th Panhellenic Nursing Conference PASINO-ESY 2-4 / 12/2016
- Symeou Mikaella, Efstathiou Andri, Charalambous Georgios, Gelastopoulou Eleni. The effect of work characteristics on the emotional intelligence of public sector nurses in Cyprus. 17th Panhellenic Nursing Conference PASINO-ESY 2-4 / 12/2016
- Andri Efstathiou, Mikaella Symeou, George Charalambous. Effective screening of emergency patients. 17th Panhellenic Nursing Conference PASINO-ESY 2-4 / 12/2016
- Andri Efstathiou, Mikaella Symeou, Georgios Charalambous Rationalized Multiple Injury in the Emergency Department - Systematic Review 17th Panhellenic Nursing Conference PASINO-ESY 2-4 / 12/2016
- Andri Efstathiou, Mikaella Symeou, Georgios Charalambous Patient Treatment in the Emergency Department 17th Panhellenic Nursing Conference PASINO-ESY 2-4 / 12/2016
- Efstathiou Andri, Symeou Mikaella, Gelastopoulou Eleni, Charalambous Georgios. The contribution of emergency departments to the resilience of health systems. 23rd Cyprus Nursing and Midwifery Conference 25-26 / 11/2016

- Efstathiou Andri, Symeou Mikaella, Gelastopoulou Eleni, Kaitelidou Daphne Charalambous George. The Emergency Department Overcrowding 23rd Cyprus Nursing and Midwifery Conference 25-26 / 11/2016
- Efstathiou Andri Symeou Mikaella, Gelastopoulou Eleni, Kaitelidou Dafni Charalambous Georgios Investigation of factors affecting the proper and efficient functioning of ICTs (exhibit.) 23rd 2016 / 11th Cyprus Congress / 11th
- Andri Efstathiou, Mikaella Symeou, Giorgos Charalambous. "Emergency Techniques at Emergency Department" 17th Cyprus Nursing Congress of Surgical Nurses. 17/03/2017
- Andri Efstathiou, Mikaella Symeou, Charalambous George. Triage patients screening. 5th Multidisciplinary Conference of Limassol General Hospital. 21-22 / 11/2016
- Symeou Mikaella, Efstathiou Andri, Gelastopoulou Eleni The Importance of Health System Evaluation - Bibliographic Review. 23rd Cyprus Nursing and Midwifery Conference 25-26 / 11/2016
- Symeou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charala, Pous Georgios, Gelastopoulou Eleni. The imprinting of emotional intelligence on a representative sample of Cyprus public sector nurses. Original research. 23rd Cyprus Nursing and Midwifery Conference 25-26 / 11/2016
- Symeou Mikaella, Efstathiou Andri, Gelastopoulou Eleni Emotional Intelligence and Work Stress in Nursing Staff. 23rd Cyprus Nursing and Midwifery Conference 25-26 / 11/2016 (poster)
- Andri Efstathiou, Mikaella Symeou, Charalambous Georgios. "Euthanasia - Ethical Dilemmas." 22nd Cyprus Nursing and Midwifery Conference 13-14 / 11/2015
- Andri Efstathiou, Mikaella Symeou, Charalambous Georgios, On "The Nursing Stereotypes in Time through Images" (poster) 13-14 / 11/2015 Presentation at the 22nd Pancyprian Nursing and Midwifery Conference.

Publications

- Symeou Konstantinou Mikaella, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni (2018) Assesment of emotional Intelligence of nursing personnel in Cyprus Public Sector. Health Review.29:21-26

- Mikaella Symeou Konstantinou, Antri Efstathiou, George Charalambous, Daphne Kaitelidou, Eleni Jelastopulu.(2018) "Assessing the Health-Related Quality of Life of Nurses in the Public Sector of Cyprus" *International Journal of Caring Sciences*. 11(1): 100-108
- Andri Efstathiou, Mikaella Symeou, Eleni Jelastopulu, Dafni Kaitelidou, George Charalampous. (2018) Investigation of the factors that affect the smooth and efficient operation of A&E at the General Hospitals of Paphos and Paralimni. (Original Research) *International Journal of caring sciences*. 11(1): 203-212
- Symeou Mikaela, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. (2017) Exploring the factors influencing healthrelated quality of life in nurses. *Nursing and Research* . 8 (47): 36-53
- Andri Efstathiou, Mikaaella Symeou, Dafni Kaitelidou, George Charalambous (2017) "Investigating the factors that influence the efficient and effective functioning of ED". *Journal of Nursing and Research* 8 (47): 22-35
- Andri Efstathiou, Mikaella Symeou, Daphne Kaitelidou, Eleni Gelastopoulou, George Charalambous. (2017) The Overcrowding phenomenon and its effect on the proper and efficient functioning of the Emergency Departments. *Cyprus Nursing Chronicles*. 17 (3): 7-17
- Andri Efstathiou, Christina Ioannidou, Simeou Mikaela, Lampros Samartzis. (2017) Assessment of the Effect of Online Addiction in Cyprus. *International Journal of Caring Sciences*. 10(3):1232-1239
- Symeou Mikaela, Efstathiou Andri, Kaitelidou Daphne, Charalambous Georgios, Gelastopoulou Eleni. (2017) Assessment of nurses' emotional state using the Depression, Anxiety and Stress Scale (DASS). Systematic review. *Cyprus Nursing Chronicles* 17 (3): 18-28
- Mikaella Symeou Konstantinou, Antri Efstathiou, George Charalambous, Daphne Kaitelidou, Eleni Jelastopulu. (2017) Emotional Intelligence and Its Impact on the Emotional Factors among Nurses. *Journal of Education, Society and Behavioural Science*. 23(3): 1-13
- Symeou Mikaela, Efstathiou Andri, Gelastopoulou Eleni. (2016) Exploring the Relationship Between Emotional Intelligence and Job-Stress in Nursing Personnel. *Hellenic Journal Of Nursing* 55 (2): 149-157.
- Andri Efstathiou, Mikaela Symeou, George Charalambous (2017) The impact of continuous aging on the functioning of emergency departments. *Nursing*. *Hellenic Journal Of Nursing* 56 (2)



Other activities

- Member of the Cyprus resuscitation Council.
- Member of the Cyprus Nurses and Midwives Association of Cyprus.
- Member of the Nicosia General Hospital resuscitation team. (until 2017)
- Health and Safety Representative of the Department of Pathology of the Nicosia General Hospital (until 9/2019)
- Newcomer guide in the Pathology Department of the Nicosia General Hospital (until 9/2019)
- Member of the Nicosia General Hospital quality team and certification of procedures for certification purposes.

Appendix 20 CV Panagidou Christalla

ΒΙΟΓΡΑΦΙΚΟ ΣΗΜΕΙΩΜΑ

Παναγίδου Χρυστάλλα Του Στέλιου

Διεύθυνση κατοικίας: Στέλιου Τριταίου 2, Διαμ. 001, Μακεδονίτσα
Τηλέφωνα επικοινωνίας: 22350324, 99450087
E-mail: gstallitsa@gmail.com

ΕΚΠΑΙΔΕΥΣΗ

- Δεκ 2012 – Ιαν 2013 Σεμινάριο Διαχείρισης κρίσεων και Διαμεσολάβηση
Οκτ 2011– Φεβ 2012 Msc Διοίκηση Υπηρεσιών και Μονάδων Υγείας
Ιουλ 2001-Ιουλ 2002 Σχολή Εφαρμογής Υγειονομικού διάρκειας 1 έτους. (αναλυτικά
όπως Βεβαίωση από το Γ.ρ. Εκπαίδευσης της Σχολής)
Σεπ 1996-Ιουλ 2001 Σχολή Αξιωματικών Νοσηλευτικής (Σ.Α.Ν). Επισυνάπτονται
μαθήματα και αναλυτικές βαθμολογίες ανα έτος. Βαθμός πτυχίου:
87,92
1995-1996 Λύκειο Σολέας Ευρύχου
Βαθμός Απολυτηρίου 16 3/11

ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΕΜΠΕΙΡΙΑ

- 2001-2002 35 εβδομάδες εκπαιδευόμενη σε διάφορες Κλινικές του
Στρατιωτικού Νοσοκομείου Αθηνών και 3 εβδομάδες στην
Ψυχιατρική Κλινική του Στρατιωτικού Νοσοκομείου Ειδικών
Νοσημάτων στην Πεντέλη.
Ιουλ 2002-Ιουλ 2005 Προισταμένη θαλάμων και Διαλογής του Στρατιωτικού
Νοσοκομείου Λευκωσίας. Αξιωματικός του Γραφείου Προσωπικού
από Ιουλ 2004-Ιουλ 2005.
Ιουλ 2005-Ιουλ 2007 Υπεύθυνη Γραφείου Προσωπικού στην Διεύθυνση Υγειονομικού.
Υπεύθυνη Προληπτικής Υγιεινής και Οργανωτική Επιτροπή
Συνεδρίων.
Ιουλ 2007-Ιουλ 2009 Προιστάμενη Νοσηλευτικού Προσωπικού του Στρατιωτικού
Νοσοκομείου.
Ιουλ 2009-Ιουλ 2010 Προισταμένη Χειρουργείου του Στρατιωτικού Νοσοκομείου και
Αξιωματικός του Γραφείου Προσωπικού.
Ιουλ 2011- Αυγ 2012 Υπεύθυνη Γραφείου Σχεδίασης και Οργάνωσης του Στρατιωτικού
Νοσοκομείου
Αυγ 2012- 2015 Υπεύθυνη Γραφείου Προσωπικού και σύμβουλος Διοίκησης
Υπηρεσιών Υγείας του Στρατού
Σεπ 2016 – Νοε
2015 Σχολείο Κατάρτισης Στρατού

Νοε 2016 – Αυγ 2017	Υπεύθυνη Γραφείου Προσωπικού και σύμβουλος Διοίκησης Υπηρεσιών Υγείας του Στρατού – Διοικητική Πinos Μικροβιολογικού εργαστηρίου της ΕΦ
Αυγ 2017 – Φεβ 2018	Σχολείο Εκπαίδευσης Στρατού
Φεβ 2018 - σήμερα	Υπεύθυνη Εκπαίδευσης - Προισταμένη Χειρουργείου Στρατιωτικού Νοσοκομείου

ΣΥΝΕΧΗΣ ΚΑΤΑΡΤΙΣΗ

06-07 Φεβ 2003	Σεμινάριο Προνοσοκομειακής Αντιμετώπισης Τραυματιών/Νσοκομείο Λεμεσού
Ιούν 2004	ALS Provider Course/Euroean Resuscitation Council
08-10 Δεκ 2000	Παρουσίαση Εργασίας με θέμα "Συμβολή της Πλαστικής Χειρουργικής στην αποκατάσταση εγκαυματία"
2001-2002	Παρουσίαση Εργασίας με θέμα "Η μεσογειακή αναιμία στη σύγχρονη εποχή".
1998-2009	Συμμετοχή σε διάφορα συνέδρια. Επισυνάπτονται 9 βεβαιώσεις.
19-20 Φεβ 2010	Συμμετοχή στο 3 ^ο Νοσηλευτικό Συνέδριο Ενόπλων Δυνάμεων.
Νοε 2012	Συμμετοχή στο Συνέδριο του Παγκύπριου Ιατρικού Συλλόγου με παρουσίαση διπλωματικής εργασίας "Σχεδίαση των Υπηρεσιών Εθνικής Φρουράς και άλλων Κρατικών φορέων στην Αντιμετώπιση Τρομοκρατικής ενέργειας από Όπλα Μαζικής Καταστροφής"

ΞΕΝΕΣ ΓΛΩΣΣΕΣ

Αγγλικά	Καλό. ANGLIA Certificate of English/ADVANCED
---------	--

ΑΛΛΕΣ ΓΝΩΣΕΙΣ

- Γνώση και χρήση Η/Υ σε περιβάλλον Windows XP προγράμματα: Word, Excel, Power Point.
- Δίπλωμα οδήγησης αυτοκινήτου.

ΠΡΟΣΩΠΙΚΑ ΕΝΔΙΑΦΕΡΟΝΤΑ

- Τρία χρόνια μαθήματα κλασικής κιθάρας.
- Συμμετοχή σε ερασιτεχνική ομάδα βόλεϊ.
- Χειροποίητα διακοσμητικά.

ΣΥΣΤΑΣΕΙΣ

Συστατικές Επιστολές αφού ζητηθούν.

Appendix 21

Health Care Support Provider (2 Years, Diploma/120 ECTS)

Βοηθός Φροντίδας Υγείας (2 Χρόνια, Δίπλωμα / 120 ECTS)

A/A	Όνοματεπώνυμο	Κωδικός	Μάθημα	Περίοδοι	F/T ή P/T
1.	Constantinos Michael Head of the Programme MSc in Psychological Research Methods, MSc in Psychology: Clinical Psychology, BSc in Psychology	ΦΡΥ204	Health Psychology	3	F/T
		ΕΠΙ201	Communication skills and Techniques	2	
2.	Dr. Anestis Vassileiou Head of the Programme PhD in Health Management (FREDERICK UNIVERSITY), MhD in Health Management (FREDERICK UNIVERSITY), Bachelor in General Nursing (Cyprus University of Technology), Diploma in Mental Health (Cyprus University of Technology), Diploma in General Nursing (Diploma in General Nursing)	ΦΡΥ101	Introduction to the notion of health care Support provider	2	P/T
		ΦΡΥ104	Environmental hygiene and safety	2	
		ΦΡΥ203	Health care support of individuals with internal-medicine diseases	7	
		ΦΡΥ501	Health unit administration (elective)	2	
3.	Dr. Stella Panayi MD in Medicine, Doctor of Medicine, University of Debrecen	ΦΡΥ102	Anatomy	4	F/T
		ΦΡΥ103	Physiology	4	
4.	Dr. (C) Rafaelia Zavrou PhD (C) Nursing (Cyprus Technological University), Master in Mental Health (European University), Bachelor in Nursing (Cyprus Technological University)	ΦΡΥ201	Supportive care of older people	3	P/T
		ΦΡΥ202	Health care support in the Community	3	
		ΦΡΥ303	Supportive care of vulnerable groups and health promotion	2	
		ΦΡΥ402	Supportive care of individuals with mental health problems	4	
		ΦΡΥ301	Practical Exercise I (Internship I)	10	
5.	Andreas Pichides Master Public Administration (Mediterranean Institute of Management), MPA - University of Nicosia, BSc Nursing (specialization in Mental health RMN) Cyprus technological University, Higher Diploma in General Nursing (Nursing School Cyprus).	ΦΡΥ105	First Aid	2	P/T
		ΦΡΥ305	Legal, Bioethical and Ethical Issues in Health	2	
		ΦΡΥ304	Professional supportive Care Skills I	2	
		ΦΡΥ404	Professional supportive Care Skills II	1	
		ΦΡΥ401	Practical Exercise II (Internship II)	10	

6.	<p>Dr. Mikaela Konstantinou</p> <p>PhD Health Management, School of Sciences, Frederick University</p> <p>MSc in Public Health School Of Sciences, European University of Cyprus</p> <p>Simulation of nursing degree – Cyprus University of Technology</p> <p>Nursing Diploma. Nursing School Of Cyprus (general nursing practice- elderly nursing- midwife nursing - pediatric nursing)</p>	<p>ΦΡΥ403</p> <p>ΤΠΦ101</p>	<p>Children health care support</p> <p>Evidence Based Practice in Supportive Health Care (Τεκμηριωμένη Πρακτική στην Υποστηρικτική Φροντίδα Υγείας).</p>	<p>2</p> <p>2</p>	P/T
7.	<p>Christalla Panagidou</p> <p>Msc Διοίκηση Υπηρεσιών και Μονάδων Υγείας</p> <p>Σχολή Εφαρμογής Υγειονομικού διάρκειας 1 έτους</p> <p>Σχολή Αξιωματικών Νοσηλευτικής</p> <p>Σεμινάριο Διαχείρισης κρίσεων και Διαμεσολάβηση</p>	<p>ΦΡΥ302</p>	<p>Perioperative health care support</p>	<p>6</p>	P/T
8.	<p>Demetra Spanou</p> <p>Master in Management (University of Wolverhampton)</p> <p>Bachelor in Computer Science (European University)</p>	<p>ΗΥΠ101</p>	<p>Computing in Health</p>	<p>2</p>	F/T
9.	<p>Katerina Kyriakidou</p> <p>Candidate in Master in Business Administration (C.D.A College)</p> <p>Postgraduate Diploma Bilingual Translation London Metropolitan University UK Masters in Applied Translation Studies. London Metropolitan University UK, BA Major English Literature. University Montreal Quebec Canada</p>	<p>ΑΓΓ101</p> <p>ΑΓΓ201</p>	<p>English Terminology I</p> <p>English Terminology II</p>	<p>2</p> <p>2</p>	F/T
10.	<p>Evi Papachristoforou</p> <p>Master of Science (MSc) in Marketing, (Distinction)</p> <p>Glasgow Caledonian University, U.K. Bachelor of Arts (Hons) Degree in Public Relations with specialisation in Marketing, The Philips College, Cyprus.</p>	<p>ΦΡΥ504</p>	<p>Office Organization (Elective)</p>	<p>3</p>	F/T

Appendix 22 1.3 Public Information & 1.4 Information Management

Regarding public information and information management, as a part of our commitment to openness and transparency, CDA College publishes a range of information that is available to the public, parents and the students.

- College Website, Programs, Criteria, learning objectives, Lecturers
- College Prospectus
- Moodle – learning material to students
- Programs of study advertising leaflets and Emails
- Alumni information etc.

Key Performance Indicators (KPIs) are performance metrics that can be tracked, measured and analyzed. CDA College uses KPIs to understand how a program, department, course or a student is progressing toward their goals. KPIs are the tools to understand and measure the success of the College. Furthermore, these KPIs help the College to monitor and evaluate how well they're performing, and direct their policy formulation and target setting.

All educational information is provided to the public through various printed and electronic means such as:

- The College's Prospectus, printed and electronic in the College Web site (<http://www.cdacollege.com/>)
- Publication of all the programs details, criteria, content etc. on the college web site.
- The information is continually updated for all the accredited programmes of study.
- International Studies guide
- Students can have more information through the College e-platform "Moodle" (<http://cdacollege.com/moodle/>)
- The students can get further information on courses through the Course Outline of their courses during the first week of each semester.
- Leaflets/letters sent through mail to the public

Additionally, more detailed formal information is provided to students such as:

- Admissions procedures and requirements for all programmes of study
- Access to disabled students and facilities at the College
- Policies, regulations and guidance regarding Examinations, Assessment and Awards,
- Policy on marking and grading for all the programmes of study and also policy on moderation of marks, Complaints and appeals
- Profile of the student population
- Student progression, success and drop-out-rates
- Passing rates in all programmes of study
- Average time to students to graduate
- Learning resources and student support available
- Students satisfaction with their programmes
- Involvement of students in the development of the content of their studies
- Feedback from graduates on their employment and/or continuation of studies

What is the percentage of success of the students in the examinations?	CDA COLLEGE NICOSIA	
	Programme of Studies	Success Percentage (%) of Students in the Examinations
	Secretarial Studies	90%
	Executive Secretarial Studies	100%
	Higher Diploma in Office Administration	100%
	Hairdressing	1st Year: 75%, 2nd Year: 100%, 3rd Year: 100%
	Travel & Tourism Administration	1st Year: 60%, 2nd Year: 55%
	Information & Communication Technology	1st Year: 83%
	BA Business Administration	1st Year: 80%, 2nd Year: 76%, 3rd Year: 73%, 4th Year: 90%
	BA Police Management	1st Year: 100%, 4th Year: 50%
	Master in Business Administration	1st Year: 70%
	Aesthetics	2nd Year: 100%