Doc. 300.1.1

Date: 16 February 2021

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**

  CDA college

- **Town: Limasol**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Fashion Design**
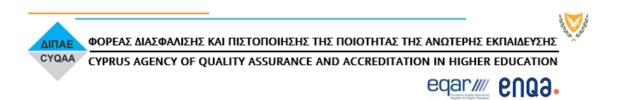
- **Programme of study- Name (Duration, ECTS, Cycle)**
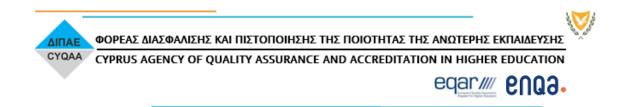
  In Greek:

  Programme Name

  In English:

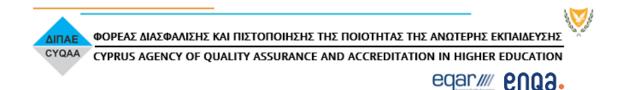 Fashion Design 2 years + optional foundation year

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

- **Programme's status:** Currently Operating

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A. Introduction
This part includes basic information regarding the onsite visit.

Remote (online) External Evaluation

The visit took place on 4 February 2021 via Zoom from 10 AM Cyprus time until 5 PM Cyprus time. In advance, a 373 page re-accreditation report was shared next to some virtual tours of the campus which included equipment, workshops, IT facilities and classrooms.

We started with a presentation of the Head of Institution Mr Christoforou and the internal Committee who outlined the history and portfolio of CDA and how Fashion Design was added to the portfolio in 2015 based on extensive market research. Quality assurances processes such as programmes monitoring were explained in a comprehensive presentation.

Then the programme's coordinators Ms Amvrosiou and assistant head of Fashion Design Ms Susan Elfving presented the content of the program, the standards, admission criteria, learning outcomes, ECTS.

After a short break we discussed with 5 members of teaching staff their background, CV's and professional practices and their individual contribution to the courses, how they work together as a team and their relations to the students.

After a lunch break we discussed with 4 students (alumni and current students) the workload of the program, the availability of the appropriate equipment and resources, student orientedness of the teaching staff, the relevance of the course for employability and student satisfaction at the course
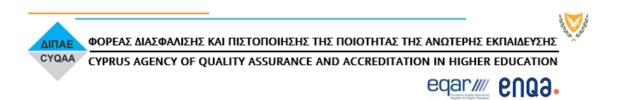
This was followed by a meeting with administrative staff, responsible for interacting with the Fashion Design program, who explained the recruitment process and the payment of fees,

In the final session the Head of Programme, the director of CDAcollege, the assistant programme director and the librarian explained the facilities: computer labs, libraries and studio facilities. The content and reach of the library was impressive, the reviewers had questions around equipment of photography and studio equipment.

At the exit discussion with Ms, Amvrosiou, Ms Michail and Ms Elfving we shared our first impressions and conclusions on the program based on the discussions and presentations as well as on the paperwork, which will be clarified within the report.

- The amount of staff with different expertise contributing to the course was seen as excellent practice.
- Very student focused approach where students have influence on the timetable as co - creators.
- Psychology and E-business perceived as unique assets in underpinning critically and practically a vocational program that has its focus on garment design, cutting and making skills
- Low number of students (due to Covid-19) highlighted as a concern.
- The recommendation to collect digital portfolios as a matter of course at assessment, to evidence final outcomes but also to use as a marketing tool

All aspects of the virtual visit was well organised, presented well and efficiently and ensured that the EEC could navigate the process easily and coherently.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Jose Teunissen	Dean School of Design and Technology	UAL London
Associate Professor Tony Bednall	Head of Department of Fashion	Kingston University London
Professor Andrej Glusgold	Head of Photography MA program	University of Europe for Applied Science, Berlin
Katarina Nicoalaou	Student Representative	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

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

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

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

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

    ### *Findings*

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

    ### *Strengths*

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

    ### *Areas of improvement and recommendations*

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

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

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

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

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

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

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*

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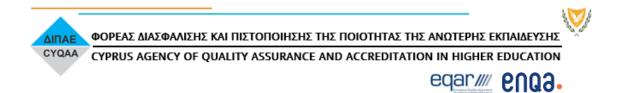
1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*

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

You may also consider the following questions:

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

- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*

- *How/to what extent are students themselves involved in the development of the content of their studies?*

- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*

- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*

- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*

- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*

- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***

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

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

CDA has a robust quality assurance system in place with appropriate structures, regulations and processes. Via classroom observations and student surveys, important feedback is captured to support the quality assurance framework. There is student representation in the QR committee to make the student voice heard and a robust and inclusive system in place for design, approval and monitoring of the programs, which was explained in the paperwork as well in the powerpoint presentation during the visit. There was a clear identification that the Fashion Programme, first accredited in 2015, was developed based on market research and was developed based on the needs of the local context of Cyprus. In addition, it was explained that the programme sat succinctly within the existing CDA portfolio opening up the opportunity for cross disciplinary activities. Although the current student number is currently low (4 students instead of 10 per semester) the course maintained 100% progression on a regular basis. Students were satisfied with the course and the ones present at the day of the visit were still studying or had entered into the profession they had aimed for. More data and statistics about graduates, student grades have been requested by EEC and were provided after the visit.

Most Art and Design education select their students based on a portfolio. Selection criteria at CDA only require a level of English and FE diploma. As a vocational Diploma running over 2 years the Fashion programme accommodates the students to learn the art and design skills to be a successful fashion designer with no previous experience or creative skill base. This is both a privilege and a strength.

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

CDA offers 2 years vocational training to prepare them for industry. The structure and content of the courses seems to work well for the students who are well versed in the support and skills training they need to be prepared to start businesses as fashion entrepreneurs.

Areas of improvement and recommendations

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

The capturing of student work is an essential component of Creative courses as a means of archiving graduate work as well a tool for marketing . A digital portfolio of work is now common practice across the sector and the EEC would recommend that students could develop digital portfolios either in the first instance or digitised from the traditional portfolio format as part of the summative assessment process.

The work produced on the course drawn from the digital archive could therefore be more visible on the website and across any CDA social media platforms.

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

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

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology
2.3 Practical training
2.4 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

You may also consider the following questions:

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

> - *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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

The EEC discussed with the team the content of the course and kind of modifications had been made after the launch in 2015 to enhance the student experience and why? The team explained they have started to integrate more slow fashion/sustainable topics in the curriculum because this has come up as a main issue in the global fashion system which needs to be addressed. Some minor changes have been made: digital pattern cutting not considered because it was not relevant in the local context of Cyprus. The reviewers found the integration of e-business in the course an interesting and unique asset for the program. It prepares students to start their business/company in an innovative way, using contemporary platforms to sell. Also Psychology which is an elective in the course was perceived as an unique enrichment of the course. With a strong focus on making skills/the vocational training in fashion design, the e-business and Psychology addition are given the program an unique profile and critical underpinning for students when considering the development of individual fashion collections or product lines. Student assessment was appropriate against the tasks and requirements defined within the course documentation.

Intake numbers of 10 students per semester and the numerous teaching staff with different expertise are offering the students a rich experience. The teaching is student-centered, there is enough staff to help, coach, mentoring the students in addition to the formal teaching hours. The Staff are able to set up the timetables in dialogue with the students allowing for co-creation of the delivery schedule accommodating the students personal circumstances which impacted on traditional college timetables.
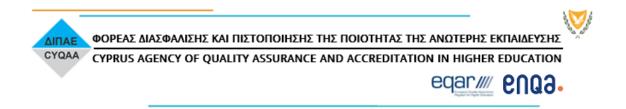
Since it is a vocational course the curriculum is divided into very clear tasks and outcomes: with a number of well prescribed and appropriate tasks which incrementally build the required skills to be a successful fashion designer. Students have small deadlines every other week to ease their study management and ensure they are able to divide and complete the workload required successfully. Clear information and tasks are set out in the handbooks and guidelines.

Students reported to be very happy with the content and delivery of the course.

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

The 2 year emphasis and strong focus on making skills/ vocational training in fashion design is a strength . As are the supplementary subjects of e-business and Psychology which gives the programme a unique profile.

Due to the small numbers timetables are flexible, adaptable to students' needs.

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

Since new business models in fashion are invariably selling through digital platforms in the first instance and as many of the students joining CDA aim to start their own business, further focus on e-business, Instagram, social media etc would be worth exploring.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

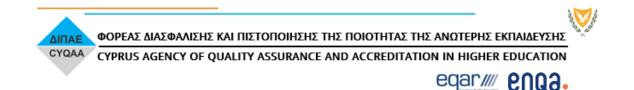3. **Teaching staff** *(ESG 1.5)*

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

3.1 **Teaching staff recruitment and development**

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*

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

3.2 Teaching staff number and status

Standards

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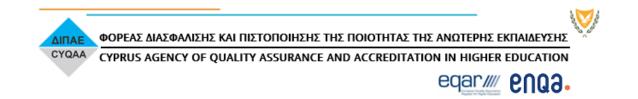- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

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

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*

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- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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

The staff were well qualified covering a different range of expertise and specialisms. Most of the staff holds an MA or PhD or are engaged with their own professional Fashion practice. For students it is very important to have teachers who are firmly rooted in the creative industries of Cyprus (offering them connectivity to local networks and relationships with local manufacturers). In addition a majority of them have an international/global network due to their studies or jobs abroad which in turn supports the student experience..

Practice based research and research outcomes are not obliged for the members of staff aligned to the Fashion Program (diploma level) but staff is encouraged and invited to join CDA research infrastructure.

The number and variety of staff is outstanding. The teaching hours in the timetable are substantial. They have enough time to offer students tutorials, mentoring and guidance.

Exchange activities was questioned in the meeting. How often are guest lecturers invited, are there any collaborations with industry other than visits?

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

The staff are very qualified covering a different range of expertise. Most of the staff holds a MA or PhD or they have their own professional Fashion practice. The staff team were committed and positive and were highly respected by the student body.

The student staff ratio is very healthy with enough permanent staff to teach and support students via guidance, tutorials and mentoring and open door policy.

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

With larger size cohorts exchange activities could further improve student satisfaction and experientially prepare them for their future careers.

Cross disciplinary collaborative projects within the college with Aesthetics and Hairdressing for example as part of fashion events, photo shoots etc both internally and with external stakeholders such as local designers and local industry could also benefit the student experience and professional connections.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

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

4.1 Student admission, processes and criteria

Standards

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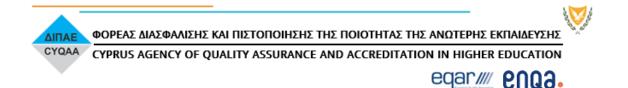
4.2 **Student progression**

Standards

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

4.3 Student recognition

Standards

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

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

4.4 Student certification

Standards

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

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*
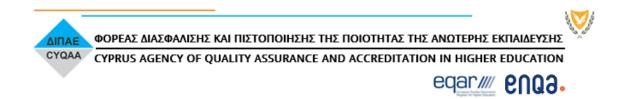
Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Admissions are not based on a portfolio as required in many other European countries. Instead, CDA Fashion Design offers an inclusive approach, often recruiting mature students and students making career changes to the programme who are able to learn all the creative skills without any prior knowledge. As a conversion course this seems to be incredibly effective, as progression rates are very high and students therefore seem to know what they are subscribing for.

Regulations regarding students progression are in place as well as monitoring and student progression are robust. CDA has an agreement with 25 universities and is part of Erasmus exchange, but for the Fashion programme this area is still in an initial stage and underdeveloped. It could benefit from a strategy here (see recommendation chapter 3)

Strengths

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

eqar//// enqa.

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

Admissions are not based on a portfolio as required in many other European countries. Instead CDA Fashion Design offers the learning of basic creative skills at the outset.

Progression rates are at 100% which is remarkable and should be commended.

The nature, timeline and activities are excellent in accommodating mature students.

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

CDA has an agreement with 25 universities and is part of Erasmus exchange, but for the Fashion programme this area is still in an initial stage and underdeveloped. It could benefit from a strategy here.
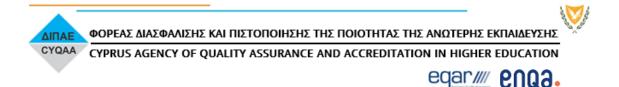
Please select what is appropriate for each of the following sub-areas:

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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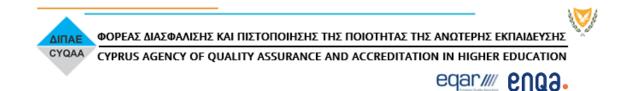- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

Findings

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

The course descriptions and outlines are clear with accessible teaching and learning resources. The program also has adapted successful Covid-19 restrictions to offer a blended delivery model of online delivery and socially distanced studio/workshop activities on campus.

The library made a special effort to put in place a new policy enabling students to collect books. The reviewers were impressed by the size and content of the library.

Regarding the physical resources, basic sewing facilities, including lockstitch machines and overlooking machine and steam iron are available. Students answered that the resources were adequate. The panel however would like to recommend consideration to add more specific

equipment for the construction of sportswear (stretch fabrics) which would enhance the student experience and give professional finishes to these types of garment which make up a substantial area of the market in contemporary fashion.

The programme is flexible and does offer support for mature students, or for those who are employed via a flexible timetable. There are systems in place for students with financial problems or for students with disabilities all of which are well documented and robustly delivered.

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

The library is well resourced and up to date.

Resources for the designing cutting and make of fashion products is appropriate

Flexibility and co-creation to adapt the timetable suitable for students' needs.
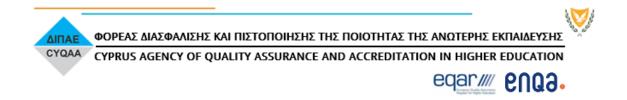
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

As numbers increase back to normal levels suggest specialist machinery for knitted fabrics (stretch) ie flatlocker/coverstitch and/or 4/5 thread overlocker

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

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

6. **Additional for doctoral programmes** *(ALL ESG)* **N/A**

6. **Additional for joint programmes** *(ALL ESG)* **N/A**
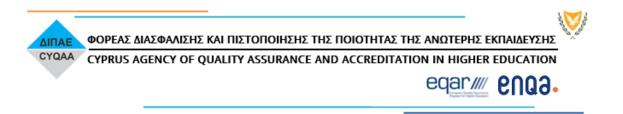

D. Conclusions and final remarks

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

The virtual event undertaken by the EEC was extremely well organised with clear explanations of the CDA college macro environment and the robust systems in place which support the overall management and accountability processes that fully support the student experience. The staff team across all levels from senior management to individual course team members were fully engaged with the process, which made the evaluation from the EEC point of view straightforward and coherent.
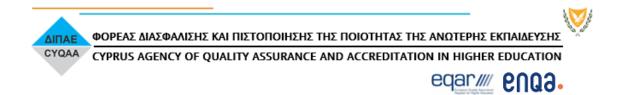
Specifically in terms of the Diploma in Fashion design which is being validated it was clear that the team had developed the curriculum, from its original validation, in response to the business climate in Cyprus and the broader issues surrounding the fashion industry which should be commended. The students were very clear that the 2-year duration of the course and its vocational narrative and learning activities alongside the opportunity to engage in learning at a timetable that suits their needs was a significant reason for them choosing the course. The numbers allow this to occur and the open door policy and staff student relationship meant that a professional partnership with the student and staff team developed readily. The staff team were committed and positive with a range of specialisms that fully informed the curriculum, and with the opportunity for students to study E-business and Psychology the course not only explores the practical skills aspects of being a fashion designer but also targeted underpinning and critical understanding of both contemporary business platforms and opportunities and a reasoning behind clothing both of which should also be commended.

The staff were extremely candid about the difficulties in recruiting students, as a direct response to the Covid-19 pandemic with students reluctant to engage with a practical studio/workshop programme which may not in real deliver what is prescribed at its outset. However, they are confident in moving forward that the cohort size would increase as the pandemic abates as the provision itself is strong and serves a specific market which the EEC agrees. As the restrictions lift It may therefore be an opportunity for the course and CDA to support Fashion and other related courses within the college through a marketing exercise which uses ex-students as case studies and promotes the creative industries as a viable and exciting career prospect from a vocational lens. This could be supported as already noted by collating and archiving student work as a matter of course and developing cross-disciplinary projects/activities internally and externally to raise the profile of the course as well as the perceptions of the broader public.

Evidence suggests that future jobs within the fashion industry may well come through e-business, and creative activities on a small to medium scale, often localised, as the fashion industry re -

aligns itself to re-thinking its approaches to global manufacturing and high capacity production. The course already prepares students for these types of activities and should be in a good position to further develop future facing fashion professionals.

E. Signatures of the EEC

Name	Signature
Prof Jose Teunissen	
Associate Professor Tony Bednall	
Prof Andrej Glusgold	
Click to enter Name	
Katerina Nicolaou	*Katerina Nicolaou*

Date: 16 February 2021