



Doc. 300.1.2

Date: 06/08/2025

Higher Education Institution's Response

- **Higher Education Institution:**
C.D.A College

- **Town:** Pafos

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

In Greek:

ΠΤΥΧΙΟ ΔΙΟΙΚΗΣΗΣ ΕΠΙΧΕΙΡΗΣΕΩΝ (4 ΧΡΟΝΙΑ, 240 ECTS, ΠΤΥΧΙΟ)

In English:

Business Administration (4 Years, 240 ECTS, Bachelor of Arts)

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

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

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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 2021 [[L.136\(I\)/2015](#) – [L.132\(I\)/2021](#)].

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 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **1st section Study programme and study programme's design and development** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC strongly recommends the C.D.A. College to implement the programme renewal the College has prepared and to ensure that AI related issues become core courses of the programme and are integrated in the different disciplines relevant to Business Administration (finance, accounting, marketing, management, HR, organisational behaviour, etc ...).	Following the EEC's recommendations and suggestions, we have proceeded with the following amendments: The proposed elective course "AI 500 - Artificial Intelligence for Business" is now a core course and would be offered in 2 nd Year D Semester and new course code would be "AI 201 Artificial Intelligence for Business". Also, the proposed elective course "BUS 501: Logistics & Supply Chain Management" is now a core course and would be offered in 2 nd Year D Semester and new course code would be "BUS 305: Logistics & Supply Chain Management". Moreover, AI related issues are integrated in the different disciplines of the program. See Annex 1 – Examples of AI Integration in the course syllabi See Annex 2 – Revised Table 2	Choose level of compliance:
The EEC also strongly recommends the school keep the Business Project a mandatory 12 ECTS course as opposed to allowing students to replace the (capstone) Business Project by two 6 ECTS courses. Furthermore, the EEC finds strong support among students and faculty for keeping this course mandatory	Following the recommendations of the EEC, the Internal Quality Assurance Committee has decided to keep the Business Project as mandatory course in the last semester of study. Also, and based on the endorsements of the EEC, the IQAC has also decided to amend the method of delivery of the	Choose level of compliance:

and for allowing the Business Project to become a group or team effort with clearly identifiable individual contributions by students as members of such team. This design would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions.	Business Project. The Business Project can be the result of an individual or group work. Emphasis would be placed on group work but if for some reasons someone does not want to be part of a group, he/she can work on its own. We strongly agree with the EEC's suggestion that group work would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions. Please See Annex 2 – Revised Table 2	
With respect to ESG and sustainability in general, The EEC strongly recommends the College to implement an actionable and concrete set of development goals connecting the dots with respect to connecting the ESG. The EEC considers such consistent and coherent approach to be normal practice in higher education institutes that really want to have impact.	The EEC emphasizes that connecting the dots across various initiatives—whether related to curriculum development, research agendas, campus operations, or stakeholder collaboration—is essential. A consistent, coherent approach to ESG is increasingly regarded as standard practice in higher education institutions that aim to make a real and lasting impact. 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. CDA College Information Management	Choose level of compliance:

	CDA College strongly believes in transparency and that is why all-important information is published on our website and is accessible by everybody. For example, on our website (Homepage - CDA College) someone can find all information concerning our Programs of Study such as learning outcomes, structure of a program, academic staff etc. The College Prospectus, which is approved by the Ministry of Education is published once a year (it is also uploaded on our website) and includes detailed information of the college, programs of study, internal regulations etc. For almost a decade we have been using the platform Moodle. Moodle has helped us to connect with our students at all times through MyCDAcommunity (CDA College Community Platform – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Students of all campuses regardless their program of study can communicate this channel and exchange suggestions, opinion, views etc. Also, Moodle (CDA College: Log in to the site) and its Addons were extensively used throughout the pandemic Our website also provides information to all graduates through the Alumni section. A graduate can apply to become part of the CDA College Alumni Association and receive promotion material and the newsletter of the college.	
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	C.D.A College has already established KPIs which are extensively evaluated by the Administration of the College. The KPIs at C.D.A College are measured through: - students' evaluation form (the students are asked at the end of the semester or the academic year to evaluate their teacher & administrative staff such as the director of the campus, student welfare etc.) - program of study evaluation from - self-evaluation from (academic and administrative staff) - evaluation of the lecturer by the director or program coordinator - complaint form - Other Academic matters form etc. The results which are retrieved by these evaluations are sent to the Chairman & General Director of the Program and are studied thoroughly. Another important aspect that we take into consideration is the drop out & passing rates. Also, the metrics and statistics which are retrieved through google analytics concerning our webpage, social media advertisements etc. The engagement of the Stakeholders and the actively involvement of students, faculty, staff, are essential factors in shaping and implementing the College's ESG strategy.	
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	By taking these steps, the College strengthens its societal relevance, increase its institutional resilience, and fulfill its role as a responsible and forward-looking higher education institution.	
The EEC also strongly recommends the College to review evaluation and assessment methodologies (mid-term and final exams). Strengthening peer collaboration and interactive control between the lecturers delivering the same course at the different branches will allow the College to insure and increase the quality of assessment and to further strengthen the portfolio of assessment methodologies (see also section 2 with student assessment) focused on assessment of critical thinking.	There is differentiation in terms of assessment methods depending on the culture of each module but there is also room for improvement and that is why we have asked the opinion of all lectures so as to revise and refresh the assessment methods of their course. Also, we as management and Internal Committee we encourage our Academic Staff to mingle and have frequent meetings so as to discuss and share ideas on their taught courses. These frequent meetings, give the opportunity to all academic staff to improve their teaching skills and make their lessons more interesting. As a college, and due to the peculiarity of our organization – 4 branches across the island- we have a policy that all of our Academic Staff and especially academic staff of the same field to meet up with colleagues in the beginning of the academic year and exchange and share ideas on their field of expertise. Furthermore, the Internal Quality Assurance Committee has reviewed the evaluation and assessment methodologies as follows:	Choose level of compliance:

	<u>Revised Assessment methodologies</u> <u>Case study analysis</u> – Students are asked to analyze real-world or hypothetical scenarios related to course content. Case studies are an effective method because it encourages critical thinking, application of theory, and problem-solving. The IQAC has decided to implement the use of cased studies in mid-terms or/and final examination papers. It can replace the traditional multiple -choice questions. <u>Critical Thinking Questions in Exams</u> The EEC has strongly recommended that we should promote critical thinking in assessment methodologies and thus the IQAC has decided that exams, either mid-terms or final examinations should include open-ended, analytical, or argument-based questions. In addition, these kinds of questions directly target assessment of reasoning and critical engagement with course material. The professors would be instructed to replace or supplement basic recall questions with “justify,” “evaluate,” or “analyze” prompts. Assessment methodology should be aligned with Bloom’s taxonomy: focus on evaluating students' ability to apply, analyze, and critique. <u>Group presentations</u> – Group presentations allow students to	
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	present, explain key concepts or argue a position in front of an audience. What is more, it is an effective method to evaluate the level of understanding, communication, and critical thinking under pressure. <u>Project-Based Assessment</u> - Students are already asked to prepare a project the end of each module. We strongly believe that this assessment method integrates knowledge with skills like collaboration, time management and critical analysis. The purpose of these extended projects is for the students to become familiar with extended research, planning, and synthesis of ideas. The PBA can also replace or supplement final written exams. In other words, a final project can be tailored to each discipline, e.g. finance, and replace the traditional final written examination. As previously mentioned, and as explained to the EEC during their visit, we strongly promote peer collaboration between our academic staff. Because of the peculiarity of our organization and since most of our programs of study are offered in more than one campus, we have already set quality assurance mechanisms so that there is a uniformity all around. Some of the mechanisms are the following: <u>Rubric-Based Grading with Peer Collaboration</u>	
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	Transparent, standardized grading criteria used across branches with peer moderation of grading samples. We have been using rubric-based grading for the last two years and we have observed that this method promotes fairness and minimizes subjectivity as well as it supports consistency in assessment quality. <u>Course coordination teams across branches</u> Peer collaboration is strongly encouraged at C.D.A College. Academic staff of the same discipline often communicate to discuss and share ideas on their discipline. Each program of study has its own coordinator and scheduled coordination meetings are held across branches. The Moodle platform is also an essential coordination tool across branches since shared question banks are created so as to be used in the preparation of exam papers. Moreover, the head of departments also meet twice an academic year with the academic staff of their department so as to discuss assessments, grades, or any other academic matters. It is important to note that we have created a network page “MyCDAcommunity – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Academic staff and students of all campuses regardless their	
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	program of study can communicate through this channel and exchange suggestions, opinion, views etc. In order to achieve assessment Quality Assurance across branches we have: - introduced peer review of exam papers before administration. - created a feedback report where student performance is recorded. It is important to note that although we have four branches with common programs of study each branch is autonomous. Collaboration and peer review is definitely welcomed but at some cases decisions are made based on the peculiarities of each branch.	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **2nd section Student – centred learning, teaching and assessment** is evaluated by the EEC as follows: 2.1 & 2.2 – Compliant, 2.3 Partially Compliant

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
One major concern is the basic nature of the assessment/exams. There is serious doubt whether the assessment sufficiently captures the achievement of intended learning goals. Inspection of some exam copies taught the evaluation committee members that there is significant room for improvement of the quality and level of the exams. Exams, for instance, contain questions that quite strongly focus on testing factual knowledge and do not reflect the depth and comprehensiveness of the teaching material. Much elaboration is needed here. One major way to improve is e.g. the organization of oral exams allowing to address potential AI challenges and allowing a more in-depth assessment of the student's knowledge. This exam/assessment related concern by the EEC leads to an only "partial" compliance with respect to student assessment.	We recognize the EEC's observation concerning the basic nature of current assessments and the limited extent to which they capture the intended learning outcomes. We appreciate the detailed feedback and agree that there is room of improvement of the quality and level of exam papers. In response, having in mind the level of each module (e.g. first year courses are usually introductory courses etc.) we are undertaking a thorough review and revision of our assessment strategy. This includes: <u>Redesigning Exam Questions:</u> We are working with faculty to develop examination questions that better target higher-order cognitive skills, in alignment with Bloom's taxonomy. This will ensure a stronger emphasis on analysis, synthesis, critical thinking, and application of knowledge. <u>Alternative Assessment Methods:</u> To complement written exams, we plan to introduce alternative methods of assessment such as take home	Choose level of compliance:

	exams, group projects presentations and or oral examinations where appropriate. Oral assessments provide a valuable opportunity to engage in real-time discussion, enabling examiners to assess conceptual understanding more deeply and lessen concerns related to AI-generated content. <u>Workshops:</u> Different workshops are organized through the academic year or during summer holidays. We are planning to organize an AI related workshop so as draw attention to the correct usage of AI tools in education as well how to identify AI threads. Every year, we are organizing workshops and training sessions for academic staff to enhance their skills in designing assessments that align with intended learning outcomes and course objectives. Another workshop that is on the agenda is “Creating a good rubric in higher education programs”. To conclude, we intend to apply these implementations on a pilot phase in selected courses during the next academic year. At the end of the year, we will evaluate their effectiveness and discuss the results with the management and academic staff. We are committed to achieving full compliance with student assessment standards and view this as a key step toward improving academic rigor and ensuring that our graduates	
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	meet the expected educational outcomes.	
The focus is much on teaching theoretical courses and officially only theoretical courses are taught. The EEC strongly suggests C.D.A. College to make more explicitly clear the presence of practical elements in course and also in the program guide. The panel spoke to students who recommend stronger emphasis on the theory presented in the lectures can be applied in business practice. For instance, make use of guest lectures (e.g. CEOs, managers) may be a way to cover this gap.	Due to the nature of the program of study more emphasis is paid on theory, however all professors are encouraged to make their method of teaching more interesting and realistic. We welcome visits by professionals such as CEOs, chartered accountant, managers etc. so as to bring their real-life professional expertise into class and give actual examples from the market. The IQAC took into serious consideration the suggests of the students who were part of the accreditation panel and has decided to increase the guest lecturers. Our stakeholders are also willing to welcome our students to their offices and show them around as well as introduce them to the hectic life of the business world. Furthermore, the IQAC has also decided to enhance the teaching methodology by establishing educational guest lectures and workshops. The college would arrange the transportation of students to the hosting branch and these visits would be part of the teaching syllabus of a module. In addition, the guest lectures or workshops would be held every time at a different branch so as to develop the sense of collaboration peer learning, a point that EEC raised many times in its report.	Choose level of compliance:
The school considers skipping the business project at the end of the study as there are practical issues that make it hard to run the thesis project. Especially	Following the recommendations of the EEC, the Internal Quality Assurance Committee has decided to keep the Business	Choose level of compliance:

international students find it hard to find a company to run their business project. However, we strongly recommend keeping the business project due to its practical nature and as it is a good preparation for their future job life. Ways to address practical issues is 1) run the business project as team rather than as individual students, 2) set up and develop a more formalized and sophisticated matching system to match particular students/student teams to particular businesses, and 3) make more intensively use of alumni network.	Project as mandatory course in the last semester of study. Also, and based on the endorsements of the EEC, the IQAC has also decided to amend the method of delivery of the Business Project. The Business Project can be the result of an individual or group work. Emphasis would be placed on group work but if for some reasons someone does not want to be part of a group, he/she can work on its own. We strongly agree with the EEC's suggestion that group work would strengthen (achievement of) critical learning objectives and allow the College to introduce peer learning and peer evaluation dimensions.	
The EEC also strongly encourages the C.D.A. College to make course evaluations by students mandatory, respecting the anonymity of the evaluation. This approach would encourage honest feedback, helping to identify areas for improvement. As a result, the quality of the program would increase, making it more efficient and effective. Currently, submitting evaluations is not mandatory, and as a result, a vast majority of students do not provide their feedback. One possible way to implement a better policy is to restrict access to final grades until students have submitted their evaluations.	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 organized such that issues arising	Choose level of compliance:

	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 finalized. At first the evaluation process was conducted in class by giving out a hard copy for the students to complete. The lecturer was asked to leave the classroom and the students were left alone to complete the evaluation report. During Covid we have started performing the evaluations through google forms but we have noticed that not all students were submitting their answers. Thus, we have decided to conduct the evaluation in a computer lab during classes so	
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	that we ensure a big percentage of answers. Moreover, the student welfare office in cooperation with the Management also has personal interviews with the students. This also gives the opportunity to students to express any dissatisfactions and try to find a solution. Furthermore, the suggestion of the EEC <i>“to restrict access to final grades until students have submitted their evaluations”</i>, is also appreciated and welcomed by the IQAC.	
The EEC also finds that the structure of the course material mainly consists of presentation slides. For theoretical courses, this format is generally sufficient, as it allows students to grasp key concepts. However, for more practical subjects—such as mathematics, statistics, and accounting—it is difficult and impractical to convey all the necessary information through slides only. These courses require more detailed explanations and worked examples in order for students to fully understand the material.	Following the EEC suggestions and the feedback we have retrieved from the majority of the academic staff in all branches, the Management of the College has decided to proceed with the purchase of smart boards which will make the teaching methodology in modules such as mathematics, statistics, accounting etc. more direct and interesting to students. Also, the Moodle platform had a lot of plug-ins which give the opportunity to professors to make their lesson more interesting and approachable to students. On line quizzes, audiovisual methods etc. are some of the plug ins that they can use.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the **3rd section Teaching Staff** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends C.D.A. College to increase the proportion of PhD-qualified staff within the BA program who are active and hold a “workload credit” in the Aristotle Research Centre. Additionally, allocating more resources to support research activities and faculty participation in research projects could further strengthen the program. Developing a comprehensive research strategy and vision for the Business Administration faculty could enhance the synergy between the institution’s research and teaching, as well as its standing in the BA education market. This approach will help align teaching with ongoing research efforts and create opportunities for stronger industry funding for the College’s applied research. Furthermore, the College could improve communication of scholarly achievements. For example, the members of Aristotle should be presented on the C.D.A. website as well as their relevant research achievements.	The College is always seeking to increase the proportion of PhD qualified staff and we have relatively achieved it during the last years. We are constantly advertising vacancies for PhD holders and we have managed to add a significant number of visiting professors to our academic staff. The “Aristotle Research Centre” has set a research strategy and policy. RESEARCH POLICY A clear and detailed research policy is introduced for more transparency and equity with well identified research objectives and encouraging research incentives. The Budget of the Research Centre is €100,000 per year and this amount may be increased if there are more research requests by the faculty members. THE OBJECTIVES OF “ARISTOTLE” RESEARCH CENTRE 1. To raise research levels to international standards and aim to activate and advance researches further.	Choose level of compliance:

	2. To establish a research system corresponding to the promotion of academic researches. 3. To develop a research performance evaluation system to encourage the teaching staff to carry out research activities. 4. To provide a professional management, coordination and quality service in order to successfully carry out research activities 5. To promote research identity of CDA College and develop with other organizations, public and private institutions, professional bodies, academic and research institutions, and society in general. 6. To cultivate and enhance research culture and develop a research environment to encourage CDA College faculty staff to be active. 7. To organize meetings, seminars and forums for research suggestions and collaborations. 8. To establish links with CDA College, EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects. THE RESEARCH CRITERIA AT CDA COLLEGE 1. CDA has set a research budget of €100.000 per year and this	
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	amount may be increased if there is more need for research. 2. Develop a research performance evaluation system to encourage the teaching staff to carry out research activities. 3. The research budget is set to €40,000 the projects on the Business research area 4. The research budget is set to €30,000 Travel and Tourism 5. Another €30,000 for other research areas. 6. The research proposals will be sent to the Research centre for approval. 7. All the academic members should undertake research each year and the research centre will keep records for each research output. 8. Encourage faculty staff to participate to seminars/conferences and all expenses paid by the research centre. 9. The lecturers of all CDA campuses to undertake an individual or group research on their specialization areas. 10. Lecturers will get teaching hours off for the research undertaken. 11. An amount paid for complete research is based on the research length and quality. 12. Lecturers will get extra payment if they entered into EU Research Funding Projects. 13. Establish links with both EU and International research bodies and academic institutions for cooperation	
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	and sharing of research information and also participating in EU research funding projects. 14. Based on the lecturers' research output and publications each year, they will get a reward, promotion and remuneration increase. Furthermore, the College strongly supports faculty research activities, through financial and other means. The College will also take part to the European and International Research programs and encourages and supports faculty research activities, attend conferences, seminars, through a reduction of teaching load etc. Every year the College keeps a research report (Faculty Research & Development Booklet) requesting evidence from the teaching staff for their research activities, attendance of seminars and training, teachers exchanging programme etc. Research Output and Credits The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD. Additionally, here below is a booklet of faculty research and development showing publications in journals. As already mentioned in the faculty handbook and self-study	
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	the College encourages and supports faculty research activities, attend conferences, seminars and reduction of teaching load. Every year the College will keep a research report requesting evidence from the teaching staff for their research activities. The College has set up research policies for further improvement of the research quality and the further cultivation and development of research culture at the College. Moreover, to the current seminars internally or abroad which our lecturers have participated and discussed their research papers. The College has introduced additional incentives both in Nicosia and Limassol campuses where faculty will share seminar email lists, organize joint research seminars and also peer- reviewing of their research papers. Nonetheless, all faculty staff articles/research published in the online research platforms have previously been peer-reviewed. It is well known to all our faculty members that the improvement of the quality of the research will also enhance the quality of teaching and the programme as a whole. Beginning immediately, our BA Business Administration programs will introduce seminars of theoretical and empirical progress. These seminars will share the interest between the presentation of faculty's research, but also practitioners will deliver their experience on	
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	the market and their valuable intuition. Moreover, the College has set a policy that the College's four campuses will be cooperating on research activities. CDA College is under negotiation for establishing research agreements with other Colleges in Cyprus with the objective of cooperating in research projects. The College also organizes research seminars to discuss of research papers to others and gradually improve the quality of the research, between Nicosia and Limassol campuses and between Cypriot universities and Colleges. For this project the College will exchange email lists with all the campuses and other Colleges for joint research seminars, peer-reviewed and research collaborations. Please See Annex 3 – Research Policy at C.D.A College	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the 4th section - Student admission, progression, recognition and certification is evaluated as Compliant by the EEC.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC finds that there is quite a strong focus on social safety and how students as a collective can pass the courses, program. Notwithstanding this, more attention should be given to the differences among individual students with more focus on individual student's intellectual potential and performance trajectories. Currently, quite strong emphasis is put on how students and especially the weakest ones can pass. Instead, more attention and resources need to be provided to materialize address the full intellectual potential of students and how high-potential students can be more challenged. Collaboration of the school with other educational institutions could be more elaborate and better documented in terms of what each collaboration of the school with each collaborating institution actually consists of in terms of type of activities involved.	We appreciate the concerns and suggestions raised by the EEC. Indeed, at C.D.A College there is a strong focus on student centered learning. We recognize the importance of academic paths that support not only the successful completion of the program for all students but also the advancement of those with strong academic and intellectual capabilities. To support this, we take the following actions: <u>Academic Counselling:</u> The professors are also acting as academic counselors. They should be able to identify the strengths and weaknesses of each student. The feedback report should be different for each student based on their academic abilities and should give out academic advice and additional academic material so as to support underperforming and high-achieving students. <u>Learning Support – Workshops:</u> These workshops serve as means of offering both educative and enrichment opportunities.	Choose level of compliance:

	<u>Support Workshops:</u> These focuses on academic writing, study techniques, exam preparation aimed at helping students who need additional guidance to meet program expectations. <u>Skills Development:</u> These workshops are open to all students and focus on transversal competencies such as communication, time management, AI literacy, teamwork, and leadership—skills that contribute to academic success and career readiness. <u>Research Opportunities – Aristotle Research Centre:</u> Undergraduate students are given the opportunity to join the College’s research team and be part of competitive academic projects. this will make their academic life more challenging and open professional pathways. <u>Peer collaboration across the branches.</u> One of our future goals is to bring together undergraduate students of the same discipline (BA Business Administration – the program is offered in Nicosia – Limassol – Pafos) from all four branches and carry out a research project and present their findings in a scientific seminar. Something similar happens with the students of the vocational programs (Aesthetics – Hairdressing – Make up & Nail Artist) of the College. Students from all four branches present	
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	their work in a charitable fashion show at the end of the academic year. In addition, it is important to note that we have created a network page “MyCDAcommunity – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Academic staff and students of all campuses regardless their program of study can communicate through this channel and exchange suggestions, opinion, views etc. <u>Stakeholders:</u> During the academic year, we plan educational field visits to our stakeholders’ offices and firms so as for our students to experience the routine of the business world. Also, we are planning to establish new collaborations particularly in areas that could contribute to curriculum enhancement, staff development, or advanced learning opportunities for students.	
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5. Learning resources and student support (ESG 1.6)

Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the 5th section - Learning resources and student support is evaluated as Compliant by the EEC.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The College should prioritize investing more in access to smart technologies (smartboards or tablet connections).	We have already proceeded in ordering smart boards for all our branches. Also, students are welcomed to bring their own tablets and laptops in class. There is free wi-fi in all areas. See Annex 4 – Smart Boards Offer	Choose level of compliance:
The College can lower the costs for the students by making books available online during the courses. The library can facilitate students by offering e-book access to the literature during the semesters.	To support students financially and enhance access to learning materials, the College applies the following strategies: - Digital Library Expansion - Increase subscriptions to e-books online platforms, academic databases, and journals digital encyclopedias. (EBSCO & Emerald contract attached) - Remote Access Services – VPN - Upload of courses notes on Moodle – all professors are uploading their notes / assignments and all sort of academic material on their Moodle page so the students have easy access at any time to their study material.	Choose level of compliance:
There is a document outlining how to address student disabilities. However, there are no clear, actionable, and specific guidelines on how to deal with these disabilities. For example, advice to extend the deadline can lead to considerable variety in how that is interpreted by different members of staff. The policies should also be clearly communicated and included in the faculty handbook.	<u>Accessibility for PWD</u> The College cares very much about students with disabilities and has accommodated the College facilities for PWD: • Elevators • Access Ramps • Adjusted Toilets • Easy access to all premises, classrooms, library, cafeteria, labs etc <i>Educational Guide For Students With Disabilities In Higher Education (Prepared by Marilena Alexandrou, BA Medieval and Modern Greek Literature, MA in Special (Inclusive) Education, CDA Lecturer</i>	Choose level of compliance:

The college website should also include a general page on policies related to learning disabilities.	A. Educational assessment of a student by CDA College lecturers B. Detection - Child referral process for evaluation C. Evaluation by the Special Education and Education Committee D. The assessment of the needs of each child deemed likely to have special needs is made by the District Special Education and Education Committee of each district. <u>Strategies - Teaching Methods – Facilitations</u> 1. Students with movement disabilities • Free access to all areas • Ramps • Lifts • Special Toilets 2. Visually impaired students • Allow the recording of lectures, the use of PCs to record notes, • What is written in the table should also be spoken orally. • Lesson material should be available in alternative formats (electronic format, larger print - font size • Allow students to sit in the front of the room. • Alternative exam forms (in electronic format or in large print e.g. font size). • Help visually impaired students find fellow students to help them. 3. Students with hearing problems • Deaf: is one, whether hears or not, does not perceive speech with his hearing alone. He/she mainly uses the visual channel to perceive his interlocutors (reading, sign language, written language). • Hard of Hearing: is one, whether wearing or not, has difficulty in perceiving speech with his or her hearing alone. However, most of the	Choose level of compliance:
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speech information perceives it from his or her hearing.

- It is appropriate to sit at the front of the room so as to have as much visual and auditory contact as possible with you.
- Write announcements and instructions in the table.
- Courses should be examined in writing. If interpreted verbally, the presence of an interpreter (knowledge of the sign language) is needed.

4. **Students with medical problems, chronic diseases**

- When the student is absent from the courses regularly, it would be useful to record notes from assistant students.
- Show understanding when a student is late in the lesson. A student with chronic illnesses, due to his health condition, has difficulty moving quickly to college due to disorientation, dizziness or lack of physical energy.
- Show understanding when a student is often absent from lessons.
- Make sure your course material is available electronically.
- Please extend the deadline for the delivery of the work.
- When a student needs to get up (eg to walk or change position during the lesson), allow it.

5. **Students with developmental disorders - learning difficulties**

- Keep the bibliography and course material available from the beginning of the academic semester. The same applies to any other material used in your course.
- Inform in advance of the material to be covered within the course and organize the curriculum in modules.

- Prior to viewing a video or a movie, highlight the most important points (spoken or written).
- Make your material well organized (eg include capital summaries, glossaries, indexes).

6. **Students with speech difficulties**

- At the beginning of the semester, discuss with the students about the ways of communication they are using. Also, consider how they can work best in your lesson (eg if they can answer a question that will be asked orally if they can to ask questions and comments during the lesson, or whether they can complete oral presentations, etc.). If not, find alternative ways to help them show off their skills (for example, to work out an extra job).
- The student with speech problems has difficulty communicating. In your attempt to contact such a person, if you do not understand something do not pretend otherwise. Just ask to repeat or spell the words you do not understand.
- Have patience and dedicate as long as you need to communicate effectively.

7. **Students with Attention Deficit Disorder - Hyperactivity Disorder (ADHD)**

- In conjunction with the oral presentation, use visual material. Link the concepts to each other using visual and verbal methods (eg conceptual charts, charts).
- Use well-organized material that includes capital summaries, glossaries, indexes.
- When you teach new concepts, divide the teaching into steps. First indicate what the subject and topic are, then review the previous lessons and summarize.
- Organize your material in modules/chapters/lectures.

8. **Students with autism spectrum disorders**

- The requirements of the course should be determined from the start in the semester. Provide written and oral instructions for assignments, important dates and delivery deadlines.
- Pre-notify any changes
- Do not emphasize details but help students with autistic features to understand the substance. Be straightforward and clear.
- Do not expect that students with autistic disorders will automatically follow your instructions. Try to give simple instructions and ask the students to repeat the instructions you give to check their understanding.

**Please see Annex 5 & website link [Health & Wellness](#)
- CDA College**

6. Additional for doctoral programmes (ALL ESG)

Not applicable

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
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7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
to find ways to challenge students more, certainly when it comes to the assessment/evaluation, i.e. final exams. Such exams should allow for evidence of critical thinking, ability to analyse and synthesize. Including oral components of examination will, e.g., mitigate this concern. Furthermore, a control on branch level can and should be complemented by a control on discipline level across the branches (4-eyes principle);	We recognize the EEC's observation concerning the basic nature of current assessments and the limited extent to which they capture the intended learning outcomes. We appreciate the detailed feedback and agree that there is room of improvement of the quality and level of exam papers. In response, having in mind the level of each module (e.g. first year courses are usually introductory courses etc.) we are undertaking a thorough review and revision of our assessment strategy. This includes: <u>Redesigning Exam Questions:</u> We are working with faculty to develop examination questions that better target higher-order cognitive skills, in alignment with Bloom's taxonomy. This will ensure a stronger emphasis on analysis, synthesis, critical thinking, and application of knowledge. <u>Alternative Assessment Methods:</u> To complement written exams, we plan to introduce alternative methods of assessment such as take home exams, group projects presentations and or oral examinations where appropriate. Oral assessments provide a valuable opportunity to engage in real-time discussion, enabling examiners to assess conceptual	Choose level of compliance:

	understanding more deeply and lessen concerns related to AI-generated content. <u>Workshops:</u> Different workshops are organized through the academic year or during summer holidays. We are planning to organize an AI related workshop so as draw attention to the correct usage of AI tools in education as well how to identify AI threads. Every year, we are organizing workshops and training sessions for academic staff to enhance their skills in designing assessments that align with intended learning outcomes and course objectives. Another workshop that is on the agenda is “Creating a good rubric in higher education programs”. To conclude, we intend to apply these implementations on a pilot phase in selected courses during the next academic year. At the end of the year, we will evaluate their effectiveness and discuss the results with the management and academic staff. We are committed to achieving full compliance with student assessment standards and view this as a key step toward improving academic rigor and ensuring that our graduates meet the expected educational outcomes.	
- to find answers in the real-life context where students do have part-time jobs (with advantageous effects on student maturity, the link between	Our goal is to foster a learning environment that remains challenging and enriching, while also accommodating the real-life	Choose level of compliance:

theory/study and practice, ...), the full time study programme has to be challenging and pushing students. In other words, as the overwhelming majority of students at C.D.A. College work while studying, the efficiency and effectiveness of their studies can be negatively affected. It is indeed very difficult to work full-time and still dedicate the necessary time and energy to fully understand and absorb the course material. A full-time job is physically and mentally demanding, leaving students with limited energy and focus for their academic responsibilities. The C.D.A. College is strongly recommended to have clear policies and explicit expectations and to use its close relationships with industry to find a better equilibrium (e.g. covenants with industry wrt the quality of the job students do, internships, work-study balance, etc ...).	circumstances of our student body. Please See Annex 6 on “C.D.A. College Policy on Student Employment and Academic Balance”.	
- to intensify commendable research-related initiatives the C.D.A. College takes (creation of the Aristotle Research Center). Such initiatives need to be consistent with the view on the importance of research for the delivery of the courses and the programme and with the workload and research requirements of faculty teaching these courses in the programme, the goal being to realize synergies between delivering high quality teaching and relevant (applied) research in support of that quality and of the	Please see Annex 3 on Research Policy	Choose level of compliance:

institute's impact on and reputation in society.		
- to encourage the C.D.A. College to integrate new courses and to review and update existing courses with respect to critical developments regarding data science, artificial intelligence and other technology-based developments in society and industry. Such issues and topics should be core to the programme rather than offered as electives or options.	Following the EEC's recommendations and suggestions, we have proceeded with the following amendments: The proposed elective course "AI 500 - Artificial Intelligence for Business" is now a core course and would be offered in 2nd Year D Semester and new course code would be "AI 201 Artificial Intelligence for Business". Also, the proposed elective course "BUS 501: Logistics & Supply Chain Management" is now a core course and would be offered in 2nd Year D Semester and new course code would be "BUS 305: Logistics & Supply Chain Management". Moreover, AI related issues are integrated in the different disciplines of the program. See Annex 1 & Annex 2	Choose level of compliance:

C.

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Pavlos Panayi	General Director of C.D.A. College, Head of ICT Department & Chairman of IQC	
Dr. Andreas Tofaris	Director of Research Centre «Aristotle» 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: 06/08/2025

Annex 1 – Examples of AI integration in course syllabi

Course Title	Small Business Management				
Course Code	BUS 304				
Course Type	Compulsory				
Level	Bachelor of Arts				
Year / Semester of Study	3 RD Year F Semester				
Lecturer's Name					
ECTS	6	Lectures / week	3	Labs / week	
Course's Aim and Objective	The aim of this course is to provide students with a comprehensive understanding of small business and entrepreneurship, including the unique challenges, growth strategies, and operational realities faced by SMEs in a globalized and technology-driven economy. Particular emphasis is placed on integrating Artificial Intelligence (AI) as a critical tool for enhancing business decision-making, innovation, and competitiveness across various aspects of small business management.				
Learning Outcomes	- Understand Entrepreneurship in the modern world and the challenge of Entrepreneurship. - Understand the nature of growth available to small business units in different business contexts and at different stages of development; - Be familiar with the types of financing and organizational design appropriate for growth in different circumstances; - Understand the constraints and risks inherent in business development; - Understand the role of economic policy in stimulating small firm growth; - Have experience of cases of business development through group work focused on entrepreneurial management. Explore how AI is reshaping small business dynamics, assist in executing processes and identifying opportunities and risks				
Prerequisites	BUS101, MAR201 or Consent of Instructor				
Course Syllabus	Weeks	Content of the Course			
	1	The Role of the Small Business Within the Economy, Small Firms in an International Context, Defining the Small Firm, Small Business Contribution to Employment, The Job Generation Process and Gazelles, The Importance of Non-employing 'Nano-Enterprises', The Working Lives of Small Business Owners Problems Facing Small Businesses, Myths About Small Firms			

		The Growth Cycle of Small Firms, The Dynamics of a Healthy SME Sector, Causes of Small Business Failure, Small Business vs. Large Business, Enhancing the Capacity of Small Business Developing Small Business Policies Explore how AI is reshaping small business dynamics (e.g., AI-driven productivity tools, automation in nano-enterprises).
	2	Entrepreneurs vs. Owner-Managers The Enterprise Environment: Entrepreneurial Ecosystems Government Policy, Regulatory Framework and Infrastructure Funding and Finance, Mentors, Advisors and Support Systems Universities as Catalysts, Education and Training, Human Capital and Workforce, Local and Global Markets, The Heterogeneity of SMEs, an Issue for Both Researchers and Policy Makers Micro and Small Firms, Medium-Sized Firms, Nano Firms and ETI
	3	Enterprise, Entrepreneurship and Small Business Management, Characteristics of the Entrepreneur, The Woodcutter, The Butterfly, The Libertine, The Bricoleur, The Convert, The Missionary, Myths of the Entrepreneur, The Process of Entrepreneurship, Entrepreneurs vs. Owner-Managers, Effectuation Theory, Models of New Venture Creation, The Stages of Small Business Start-Up, Success and Failure in Small, Business Start-Ups, Barriers and Triggers to Business Start-Up, Case Studies
	4	Planning and Strategy in the Small Firm, Introduction, Strategic Vision Not Strategic Planning, Strategic Myopia and Strategic Options, Three Strategic Options, The Benefits of Planning The Major Types of Business, Plan, Applications for Finance, Plans for Customers and Suppliers, Plans for Internal Use, Writing a Business Plan, Designing the Business Model, The 'Business Model Canvas' for Business Model Design The Customer Value Proposition (CVP), TOWS Matrix Analysis, Environmental Scanning and Market Assessment, Analysis of Industry Structure
	5	Creating Customers - Creating Customers Via 'Customerising' Creating Customer Delight, Strategic Networking, Explore AI in CRM and customer experience (e.g., HubSpot AI, Salesforce Einstein). Case: How SMEs use Chatbots for customer support.
	6	The Process of Growth in the Small Firm The Growth of Small Firms - Managing Through Crisis Points Models of Small Business Growth Management Growth via Product-Market Development Means of Achieving Growth in the Small Business Revision for Mid term
	7	Mid-term Examination

	8 -9	Small Firms and Human Resources - Comparisons of HRM in Small and Large Firms, A Model of HRM in Small Firms, Learning to Let Go – The Risks of Micro Management Delegation and Team Building, Team Building in Small Firms Building the e-Team for Future Growth, Lessons from Successful Small Firms, The Principles of Holistic, Ethical Management, Setting a Values Framework, Job Design and Recruitment in Small Firms Industrial Relations and SMEs, Employment Contracts Termination and Dismissals
	10	Using Technology, The Adoption and Use of Technology by SMEs Technology Adoption Within SMEs, Digital Transformation and SME Readiness for Industry, Technology Use by SMEs Deep dive into AI readiness models for SMEs. Case: Digital transformation using AI (e.g., AI-powered inventory management or customer insights).
	11	Franchising and Legal Issues for Small Business- Types of Franchising Systems, Advantages and Disadvantages of Franchising
	12	The Owner-Manager and the Troubled Company, The Nature and Causes of Small Business Failure, The Many Deaths of Small Firms Common Causes of Failure in Small Firms Use of predictive AI models for business health assessment
	13	Principles of Reengineering, Principles of Turnaround Strategy, Turnaround Strategies for Small Firms, An Integrated Problem-Solving Approach, Risk Management in SMEs, Risk Management Processes in SMEs, Risk Management Within SMEs During Times of Crisis Introduce AI-driven risk management dashboards (e.g., Tableau + AI insights). Case: SMEs using AI during COVID-19 crisis for rapid re-planning.
	14	Presentations Revise for Final Examinations
Methodology	Lectures, blended teaching, flipped learning & teaching presentations, videos, problem and case studies discussion, exercises, articles discussion, independent and private study, preparation of projects, fieldwork and group work.	
Bibliography	Required Textbooks Title: Small Business Management: Theory and Practice Author(s): Tim Mazzarol ; Sophie Reboud Publisher: Springer Edition: 4th ed. Year: 2020	

	ISBN13: 978-9811395086 Textbooks, References, Other Bibliography 1. Title: Small business: an entrepreneur's plan Author(s): J. D. Ryan, Gail P. Hiduke Publisher: South-Western Cengage Learning Edition: 8th ed. Year: 2009 ISBN13: 978-032-459-107-1 / ISBN10: 032-459-107-1 2. Title: Start your own business Author(s): The Staff of Entrepreneur Media Publisher: Entrepreneur Press Edition: 6th ed. Year: 2015 ISBN13: 978-159-918-556-9 / ISBN10: 159-918-556-3 3. Title: Marketing management Author(s): Philip Kotler, Kevin Lane Keller, Mairead Brady, Malcolm Goodman, Torben Hansen Publisher: Pearson Edition: 3rd ed. Year: 2016 ISBN13: 978-129-209-323-9 / ISBN10: 129-209-323-4
Evaluation	50% coursework (continuous assessment through various methods, such as participation, mid-term examinations, role playing, quizzes, assignments, presentations) and 50% final examination. Passing Mark: 50% The students are assessed via continuous assessment throughout the duration of the semester, which forms the Coursework grade and the final written exam. The coursework and the final exam grades are weighted 50% and 50%, respectively, and compose the final grade of the course. Students are assessed through continuous assessment, through tests, case-study discussion, and class participation. Weights: • Class Participation: 10% • Midterm: 20% • Class Assignments, Project Report & Presentation 20% • Final Exam: 50% Students are prepared for final exam, by revision on the material taught, the case-studies discussed in class. The final assessment of the students is formative and summative and is assured to comply with the subject's expected learning outcomes and the quality of the course.
Language	English

Course Title	Introduction to Marketing				
Course Code	MAR 101				
Course Type	Compulsory				
Level	Bachelor of Arts				
Year / Semester of Study	1 st Year, B Semester				
Lecturer's Name					
ECTS	6	Lectures / week	3	Labs / week	
Course's Aim and Objective	This introductory course is designed to explore the key ingredients of the marketing mix—product, price, place, and promotion—while integrating the growing role of Artificial Intelligence (AI) in shaping these elements. Emphasis is also placed on the analysis of external factors in the business environment, such as economic, technological, social, and competitive forces, with a focus on how AI tools enhance decision-making in these areas. Students will gain foundational marketing knowledge alongside practical experience with AI-powered platforms for customer analysis, market research, segmentation, and campaign optimization.				
Learning Outcomes	• Understand what marketing is and how it works, including how AI is used in the marketing process. • Recognize how marketing helps businesses grow and succeed, with the support of AI tools. • Find and create new marketing ideas using both traditional methods and AI technologies. • Build a basic marketing mix (product, price, place, promotion) using AI to support decisions. • Show they can manage marketing activities by applying key marketing ideas and using AI tools where helpful.				
Prerequisites					
Course Syllabus	Weeks	Content of the Course			
	1	<i>Chapter 1</i> - Marketing: Creating Customer Value and Engagement – what is marketing, understanding the marketplace and consumer needs; designing a customer-driven marketing strategy and plan; managing customer relationships and capturing customer value, Understand the role of AI in modern marketing <i>Chapter 2</i> - Company and Marketing Strategy: Partnering to Build Customer Engagement, Value and Relationships – company-wide			

		strategic planning; planning marketing; designing the business portfolio, planning marketing, marketing strategy and the marketing mix; managing the marketing effort and marketing return on investment
	2	<i>Chapter 3</i> - Analysing the Marketing Environment – the company's microenvironment; the company's macroenvironment; responding to the marketing environment. Introduction to AI-powered market research tools <i>Chapter 4</i> - Managing Marketing Information to Gain Customer Insights– marketing information and customer insights, assessing information needs and developing data, marketing research, analysing and using marketing information, other marketing information considerations
	3	<i>Chapter 5</i> - Understanding Consumer and Business Buyer Behavior – consumer markets and consumer buyer behavior, the buyer decision process, the buyer decision process for new products, business markets and business buyer behavior Analyze how AI (e.g., Google Analytics, Meta AI) tracks buyer behavior online. Explore predictive AI models for customer journey mapping.
	4	<i>Chapter 6</i> - Customer Value-Driven Marketing Strategy – marketing strategy; market segmentation; market targeting; differentiation and positioning AI-powered visualization of positioning maps and target market profiles.
	5	<i>Chapter 7</i> - Product, Services and Brands– what is a product; product and service decisions; services marketing, branding strategy: building strong brands Explore how AI influences brand monitoring and product design. Activity: Use Midjourney or Canva AI to visualize a product and logo concept.
	6	<i>Chapter 8</i> - Developing New Products and Managing the Product Life Cycle – new-product development strategy; product life-cycle strategies, additional products and service considerations
	7	<i>Chapter 9</i> - Pricing – major pricing strategies, other internal and external considerations affecting price decisions, new product pricing strategies, product mix pricing strategies, price adjustment strategies and price changes Explore pricing tools that use AI (e.g., Prisync, Pricefx).
	8	Mid-Term Examination

	9	Chapter 10 - Marketing Channels – supply chains and the value delivery network, channel behavior and organization, channel design decisions, channel management decisions, marketing logistics and supply chain management <i>Chapter 11</i> – Retailing and Wholesaling – retailing, retailer marketing decisions, retailing trends and developments, wholesaling
	10	<i>Chapter 12</i> - Engaging Consumers and Communication Customer Value – the promotion mix, integrated marketing communications, advertising and major advertising decisions, public relations <i>Chapter 13</i> – Personal Selling and Sales Promotion – personal selling, managing the salesforce, the personal selling process, sales promotion
	11	<i>Chapter 14</i> - Digital Marketing – understanding digital marketing, preparing for a digital marketing campaign, employing digital channels in an Omni-Channel Strategy Explore chatbots, email automation, and AI in influencer marketing.
	12	<i>Chapter 15</i> - The Global Marketplace – global marketing today, understanding the global marketing context, deciding whether to go global and which markets to enter, deciding how to enter global markets, deciding on the global marketing program, deciding on the global marketing organization
	13	<i>Chapter 16</i> - Sustainable Marketing – sustainable marketing, social criticisms of marketing, pathways to sustainable marketing, building the sustainable marketing organization Explore how AI supports green supply chains, ethical sourcing, and carbon tracking.
	14	Revision for the Final Examination
Methodology	Lectures, blended teaching, flipped learning & teaching presentations, videos, problem and case studies discussion, exercises, articles discussion, independent and private study, preparation of projects, fieldwork and group work.	
Bibliography	Required Textbooks Title: Principles of marketing Author(s): Philip Kotler, Gary Armstrong	

	Publisher: Pearson Edition: 19th ed. Year: 2023 ISBN13: 9781292449364 Textbooks, References, Other Bibliography Title: Marketing An Introduction Author(s): Gary Armstrong; Philip Kolter; Marc Oliver Opresnik Publisher: Prentice-Hall International Edition: 15th ed. Year: 2022 ISBN: 9781292433165 Title: Global marketing Author(s): Warren J. Keegan, Mark C. Green Publisher: Pearson Higher Education Edition: 9th ed. Year: 2017 ISBN: 978-129-215-076-5 / ISBN10: 129-215-076-9 Title: Global marketing: practical insights and international analysis Author(s): Carlyle Farrell Publisher: SAGE Publications Edition: 1st ed. Year: 2015 ISBN13: 978-144-625-264-2 / ISBN10: 144-625-264-7 Title: Fundamentals and practice of marketing Author(s): John Wilmschurst MA, Adrian Mackay Publisher: Butterworth-Heinemann Edition: 4th ed. Year: 2002 ISBN13: 978-075-065-449-4 / ISBN10: 075-065-449-x
Evaluation	50% coursework (continuous assessment through various methods, such as participation, mid-term examinations, role playing, quizzes, assignments, presentations) and 50% final examination. Passing Mark: 50% The students are assessed via continuous assessment throughout the duration of the semester, which forms the Coursework grade and the final written exam. The coursework and the final exam grades are weighted 50% and 50%, respectively, and compose the final grade of the course. Students are assessed through continuous assessment, through tests, case-study discussion, and class participation. Weights:

	• Class Participation: 10% • Midterm: 20% • Class Assignments, Project Report & Presentation 20% • Final Exam: 50% Students are prepared for final exam, by revision on the material taught, the case-studies discussed in class. The final assessment of the students is formative and summative and is assured to comply with the subject's expected learning outcomes and the quality of the course.
Language	English

Course Title	Human Resource Management				
Course Code	BUS 402				
Course Type	Compulsory				
Level	Bachelor of Arts				
Year / Semester of Study	4 th Year G Semester				
Lecturer's Name					
ECTS	6	Lectures / week	3	Labs / week	
Course's Aim and Objective	The course emphasizes personnel and human resource management activities as an integrated relationship of people, jobs and organization. It enables the students to realize the importance of effective personnel management for organizational performance. Topics covered include understanding the global environment, ensuring fair treatment and legal compliance, creating organizational alignment, managing strategic change, job analysis, recruitment and selection, training and development, compensation, measuring performance, performance-based pay systems, benefits and services, safety and health at the workplace, unionization and bargaining, and practicing the human resource profession. The course also explores the intersection of technology and HR, including the strategic use of Artificial Intelligence (AI) in recruitment, performance management, employee engagement, and ethical considerations. Students will evaluate how AI transforms traditional HR functions and analyse implications for decision-making, fairness, and data privacy.				
Learning Outcomes	• Demonstrate awareness of problems faced by businesses when making decisions that concern motivation of, and communication with, employees. • Articulate the theories of human motivation (e.g. Maslow, expectancy, equity, procedural justice theory) and job satisfaction and familiarize with important motivational tools such as performance appraisals, pay, job design etc. • Establish a strong background of the Human Resource Management theory, related to human resources in practice; • Be able to develop effectiveness and efficiency in Human Resource Management by creating productive work environment; and • Be able to demonstrate an ability to plan, recruit, select and train personnel based upon an understanding of Human Resource Management theories.				

	• Analyze the implications of AI technologies in key HR functions such as recruitment, performance evaluation, training, and retention. • Critically assess the ethical, legal, and social issues of using AI in HR, including bias, transparency, and data security. • Explore how AI can enhance or disrupt strategic HR planning and workforce analytics.		
Prerequisites	None		
Course Syllabus	Weeks	Content of the Course	
	1	Define Introduction: Managing Human Resources Through Strategic Partnerships: The Strategic Importance of Managing Human Resources; a Framework for Managing Human Resources Through Strategic Partnerships; Roles and Responsibilities for Managing Human Resources; Current Challenges; Managing Teams; Managing Diversity; Managing Globalization; Managing Change. Overview of how AI is reshaping HR roles and strategy; introduction to AI tools (e.g., chatbots, analytics, automation)	
	2	Discuss the Global Environment: The Strategic Importance of Understanding the Global Environment; the Evolving Global Economy; The Political Landscape; Regional Trade Zones; Industry Dynamics; Evolving Technologies; The Global Workforce; Cultural Diversity in the Global Environment. Impact of AI on global workforce structures and cross-border employment challenges.	
	3	Draw Creating Organizational Alignment: Strategic Importance of the Organizational Environment; Company Leadership (Vision, Mission and Values); Strategy; Organizational Structure; Organizational Culture; Partnership Roles for Creating Organizational Alignment.	
	4	Compare Human Resource Planning for Strategic Change: The Strategic Importance of HR Planning; A Framework for Understanding HR Planning; Assessing the Organizational Environment; Specifying the Objectives for a Change Effort; Development of the HR Plan, Measurements and Timetables; Implementing the Plans for Strategic Change; Review; Revise and Refocus. Use of predictive analytics and AI algorithms in workforce planning.	
	5	Underline Recruiting and Retaining Qualified Employees: Recruiting and Retention within the HR System; The Strategic Importance of Recruiting and Retaining Talented Employees;	

		Recruiting Methods and Sources; Recruiting from the Applicant's Perspective; Equal Opportunity and Non-discrimination; Reducing Recruiting Needs Through Retention. AI in talent acquisition (e.g., resume screening, matching algorithms); ethical concerns about algorithmic bias.
	6	Quote Selecting Employees to Fit the Job and the Organization: The Strategic Importance of Selection; Techniques for Assessing Job Applicants; The Perspective of Applicants; Legal Considerations in Selecting Applicants to Fit the Job and the Organization; Partnership in Selection. Automated assessments, video interview AI analysis; legal risks and fairness issues. Revise for Mid-term Examination
	7	Point Training and Developing a Competitive Workforce: Training and Development Practices Within the Integrated HR System; The Strategic Importance of Training and Development; and Compensation in the Context of Globalization. AI-enabled learning platforms (adaptive learning, personalized training) Mid-term Examination
	8	Cite Measuring Performance and Providing Feedback: The Strategic Importance of Measuring Performance and Providing Feedback; Deciding What to Measure; Timing; Participants in Performance Measurement and Feedback; Performance Appraisal Formats; The Rating Process; Providing Feedback; Team Appraisal and Feedback; Roles and Responsibilities of the HR Triad. AI and real-time performance tracking; privacy and surveillance concerns.
	9	Define Performance-Based Pay Systems: Performance-Based Pay Within an Integrated HR System; The Strategic Importance of Using Performance-Based Pay to Enhance Motivation; Data-driven pay decisions using AI; transparency challenges.
	10	Providing Benefits and Services: Employee Benefits and Services within an Integrated HR System; The Strategic Importance of Employee Benefits and Services; Public Protection Programs; Private Protection Programs; Health Care Benefits and Services; Paid Leave; Work-Life Balance; AI chatbots for employee benefits management; personalization of services using AI.

	11	Draw Promoting Workplace Safety and Health: Promoting Health and Safety within an Integrated HR System; The Strategic Importance of Workplace Safety and Health; Hazards in Occupational Safety and Health; Strategies for Improvement; Legal Considerations. AI-driven safety monitoring; wearable technology and predictive analytics for health risks
	12	State Understanding Unionization and Collective Bargaining: The Organizing Campaign; The Collective Bargaining Process; Negotiating the Agreement; Conflict Resolution;
	13	Define Understanding the HR Profession: The Roles of the HR Professionals; Staffing the HR Department; Professionalism in Human Resource Management; Organizing the Human Resource Department; Future Trends. Future skills for HR professionals in the AI era; human-AI collaboration.
	14	Presentations Revise for Final examinations
Methodology	Lectures, blended teaching, flipped learning & teaching presentations, videos, problem and case studies discussion, exercises, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Include case studies on AI tools in HR, ethical dilemmas, role-plays using AI recruiting platforms, and discussions on algorithmic fairness and transparency.	
Bibliography	Required Textbooks - Title: International human resource management: policies and practices for multinational enterprises Author(s): Ibraiz Tarique, Dennis R. Briscoe, Randall S. Schuler Publisher: Routledge Edition: 6th ed. Year: 2022 ISBN13: 9781138489509 Textbooks, References, Other Bibliography - Title: Human resource management Author(s): Steve Werner, Randal Schuler, Susan Jackson Publisher: Cengage Edition: 11th ed. Year: 2012 ISBN13: 978-111-182-232-3 / ISBN10: 111-182-232-8 - Title: Human resource management Author(s): R. Wayne Mondy, Joseph J. Martocchio Publisher: Pearson	

	Edition: 14th ed. Year: 2015 ISBN13: 978-129-209-437-3 / ISBN10: 129-209-437-0 3. Title: Human resource management Author(s): Robert L. Mathis John H. Jackson Publisher: South-Western Cengage Learning Edition: 13th ed. Year: 2010 ISBN13: 978-053-845-315-8 / ISBN10: 053-845-315-X "Artificial Intelligence for HR: Use AI to Support and Develop a Successful Workforce" by Ben Eubanks (Kogan Page, 2019) "Humans + Machines: Reimagining Work in the Age of AI" by H. James Wilson and Paul R. Daugherty (Harvard Business Review Press, 2018)
Evaluation	50% coursework (continuous assessment through various methods, such as participation, mid-term examinations, role playing, quizzes, assignments, presentations) and 50% final examination. Passing Mark: 50% The students are assessed via continuous assessment throughout the duration of the semester, which forms the Coursework grade and the final written exam. The coursework and the final exam grades are weighted 50% and 50%, respectively, and compose the final grade of the course. Students are assessed through continuous assessment, through tests, case-study discussion, and class participation. Weights: • Class Participation: 10% • Midterm: 20% • Class Assignments, Project Report & Presentation 20% • Final Exam: 50% Students are prepared for final exam, by revision on the material taught, the case-studies discussed in class. The final assessment of the students is formative and summative and is assured to comply with the subject's expected learning outcomes and the quality of the course.
Language	English

Course Title	Introduction to Finance				
Course Code	BUS 102				
Course Type	Compulsory				
Level	Bachelor of Arts				
Year / Semester of Study	1 st Year B Semester				
Lecturer's Name					
ECTS	6	Lectures / week	3	Labs / week	
Course's Aim and Objective	An introductory comprehensive analysis of the main concepts prevailing in the area of finance. This course is concentrated on Net Present Value, Compounding and Inflation, Valuation of Stocks and Bonds, Investment Appraisals, Portfolio Theory, CAPM, Efficient Market Hypothesis and Capital Structure. This course also introduces how Artificial Intelligence (AI) is transforming financial decision-making, data analysis, risk management, and portfolio optimization. Students will gain awareness of AI-driven tools such as robo-advisors, algorithmic trading, and machine learning models used in valuation, forecasting, and corporate finance.				
Learning Outcomes	By the end of the course the students should be able to: • understand the role of Finance. Understand how AI technologies are applied in corporate finance, investment analysis, and risk assessment. • identify the primary goal of finance to maximize shareholder wealth and not profits and its relationship to decision-making within the firm. • Evaluate the role of AI-driven decision-making in capital budgeting and financial forecasting. • analyze the use of time value of money in present value and future value models for investment/project decision-making purposes. • define and measure the expected rate of return and risk for an individual investment, to explain the relationship between risk and return, and how diversification affects risk and return. Assess the ethical, regulatory, and transparency issues surrounding the use of AI in financial markets. • describe a firm's financing process, including concepts underlying a firm's cost of capital, the difference between internally and externally generated funds, a firm's financing needs, working capital, and optimum financing mix. Apply introductory knowledge of data-driven tools used in AI-enhanced financial modeling and valuation.				

Prerequisites	None		
Course Syllabus	Weeks	Content of the Course	
	1	Introduction to Finance What is a corporation? The role of the financial manager Who is the financial manager? Separation of ownership and management Introduction to AI in finance: fintech overview, robo-advisors, AI in financial decision-making.	
	2	Capital Budgeting What is Capital Budgeting Introduction to Present Value Foundation of Net Present Value Rule Corporate Goals and Corporate Governance Use of AI/ML for project selection, scenario analysis, and financial forecasting.	
	3	Long Term Investment Decisions (in general) Valuing long-lived assets Perpetuities and Annuities Growing Perpetuities and Annuities Compound Interest and Present Values AI models for asset valuation; applications in real estate, bonds, and equity analysis.	
	4 – 5	Long Term Investment under Constraints Using PV to value bonds How Bonds Prices vary with interest rates The term structure and YTM Explaining the term structure - Real/Nominal Rates of Interest Common stocks: how are they traded, valued using DCF method AI in bond pricing, credit scoring, and automated trading; AI-powered platforms in financial markets.	
	6 – 7	Investment Appraisal Investment Decisions (NPV, IRR, Payback). Stock Valuation (WACC, Cost of Debt, Cost of Equity) Machine learning in investment appraisal (predictive analytics, fraud detection)	
	8	Mid Term Examination	
	9 - 10	Portfolio theory and CAPM Harry Markowitz and the birth of Portfolio Theory, The Relationship between Risk and Return, Validity and Role of the Capital Asset Pricing Asset Model (CAPM) AI in portfolio	

		optimization and risk-return prediction; neural networks for asset allocation
	11	<i>Efficient Market Hypothesis</i> What is an Efficient Market? Evidence against Market Efficiency - Can AI "beat" the market? Role of AI in market inefficiencies and high-frequency trading.
	12	<i>Payout Policy and Capital Structure</i> Firms Pay Dividends, Repurchase Stock, Decision on Payouts AI for capital structure optimization and dividend forecasting; AI in corporate financial planning
	13	<i>Payout Policy and Capital Structure</i> The Rightists, Taxes and the Radical left AI-related financial ethics and transparency in recap discussions
	14	Revision for the Final examination
Methodology	Lectures, blended teaching, flipped learning & teaching presentations, videos, problem and case studies discussion, exercises, articles discussion, independent and private study, preparation of projects, fieldwork and group work. The course will also include case studies on AI in finance (e.g., robo-advisors, algorithmic trading), practical analysis of AI-powered investment tools, discussions on machine learning in financial forecasting, and debates on ethical issues related to automated financial decision-making.	
Bibliography	Required Textbooks - Title: Principles of corporate finance Author(s): Richard A Brealey, Stewart Myers, Frankil Allen Publisher: McGraw – Hill Edition: 14th ed. Year: 2022 ISBN: 9781265074159 Textbooks, References, Other Bibliography - Title: Corporate Finance Author(s): Berk and DeMarzo Publisher: Pearson Edition: 6th ed. Year: 2024 ISBN: 978-1292304151 - Title: Introduction to Corporate Finance Author(s): Graham, J. and Smart, Scott B. Publisher: SouthWestern Colege Pub	

	Edition: 3rd ed. Year: 2011 ISBN: - "Artificial Intelligence in Finance" by Yves Hilpisch (O'Reilly Media, 2020) "Machine Learning for Asset Managers" by Marcos López de Prado (Cambridge University Press, 2020) "AI and Big Data in Finance" by AI Naqvi (Wiley, 2021)
Evaluation	50% coursework (continuous assessment through various methods, such as participation, mid-term examinations, role playing, quizzes, assignments, presentations) and 50% final examination. Passing Mark: 50% The students are assessed via continuous assessment throughout the duration of the semester, which forms the Coursework grade and the final written exam. The coursework and the final exam grades are weighted 50% and 50%, respectively, and compose the final grade of the course. Students are assessed through continuous assessment, through tests, case-study discussion, and class participation. an optional mini-project or group presentation where students analyze a case of AI in finance (e.g., robo-advisory, fraud detection) or/and Compare traditional vs AI-based valuation/forecasting method Weights: • Class Participation: 10% • Midterm: 20% • Class Assignments, Project Report & Presentation 20% • Final Exam: 50% Students are prepared for final exam, by revision on the material taught, the case-studies discussed in class. The final assessment of the students is formative and summative and is assured to comply with the subject's expected learning outcomes and the quality of the course.
Language	English

Course Title	Research Methodology
Course Code	BUS 201
Course Type	Compulsory
Level	Bachelor of Arts

Year / Semester	2 nd Year, D Semester			
Teacher's Name				
ECTS	6	Lectures / week	3	Laboratories / week
Course Purpose and Objectives	This course is designed to help students undertake a research project and explores the integration of Artificial Intelligence (AI) into contemporary research methods across disciplines. As AI tools become increasingly prevalent in data collection, analysis, literature review, and predictive modeling, researchers must understand both the opportunities and limitations these technologies present. The course aims to equip students with practical skills and critical thinking to apply AI responsibly and effectively throughout the research process. The following steps of the research process are studied in detail: Formulating and clarifying the research topic, critically reviewing the literature, deciding on the research approach and choosing a research strategy, negotiating access and research ethics, selecting samples, using secondary data, collecting primary data, analyzing quantitative and qualitative data as well as writing and presenting the research project.			
Learning Outcomes	By the end of the unit students are expected to be able to: • Understand Core AI Concepts Define and explain foundational concepts of AI, machine learning, and natural language processing as they apply to research. • Evaluate AI Tools for Research Critically assess various AI tools (e.g., ChatGPT, Elicit, Scite, QuillBot, Zotero with AI plugins) for suitability in specific research contexts. • Conduct AI-Enhanced Literature Reviews Use AI to support systematic literature searches, summarization, synthesis, and citation management. • Design Research Using AI-Assisted Methods Incorporate AI into the design of qualitative, quantitative, or mixed-methods research, including data generation, survey design, and analysis. • Organize the stages/steps in undergraduate-level research; • Show an ability to adopt a range of approaches, strategies and methods in order to tackle research • Understand the difference between quantitative and qualitative research methods and how they are applied • Articulate the key features and benefits of qualitative and quantitative research and when and how they can be utilized; • In conducting qualitative research, effectively address issues relating to validity, reliability and project ethics; • Choose the appropriate research design in each case (research strategy, sampling)			

	- Assess the applicability of a range of core qualitative and quantitative approaches to their own research topics and understand how these approaches can be applied to conduct effective research. - Implement a range of quantitative and qualitative data collection techniques including surveys, interviews, observations, and documents. - Proceed to writing an academic research and present it.		
Prerequisites	None	Required	
Course Content	Week	Learning Outcomes & Content of Course	
	1 – 2	- What is AI? What is not? Overview of the research process - Where AI fits in research Critically reviewing the literature: The critical review; literature sources available; planning the literature search; conducting the literature search; obtaining and evaluating the literature; recording the literature Activities: Class discussion: Perceptions of AI Demo: Using ChatGPT to generate a research question	
	2 - 3	Literature Review & Hypothesis Generation - AI search engines vs. traditional databases - Using AI to summarize, cluster, and map research Generating hypotheses using AI Collecting primary data using semi-structured and in-depth interviews: types of interview and their link to the purposes of research and research strategy; situations favouring qualitative research interview; data quality issues and how to overcome them; the researcher's interviewing competence. Tools: Elicit.org, Scite.ai, ChatGPT Activities: - Group task: Use AI to build a related works map - Assignment: Use AI to refine a research question	
	4-5	Data Analysis & Interpretation - AI for cleaning, analyzing, and visualizing data - Introduction to Python-based tools or Orange Formulating and clarifying the research topic: Introduction; attributes of a good research topic; generating and refining research ideas; turning research ideas into research projects; writing the research proposal. Data Collection - Google Forms – Design and collect survey data with AI-assisted suggestions. - Otter.ai – Transcribe interviews or focus group recordings.	

	6-7	Research Design & Sampling - ChatGPT – Generate and critique research designs based on student questions. - Qualtrics – Create smart surveys with AI-supported logic. Collecting primary data using semi-structured and in-depth interviews: logistical and resource issues and how to manage these; a checklist for using semi-structured and in-depth interviews; a final work about telephone and group interviews.
	8-9	Analysing qualitative data: Understanding qualitative data; an overview of qualitative analysis; strategies for qualitative analysis; deductively based analytical strategies and procedures; inductively based analytical strategies and procedures; a note on quantifying qualitative data; using a computer for qualitative analysis. Deductive Approach, Inductive Approach, Common Terms Used in Qualitative Data Analysis, Principles of Qualitative Data Analysis, Features of Qualitative Data Analysis, Types of Qualitative Analysis, Strategies for Analysing Observations, The Process or Steps of Qualitative Data Analysis, Traditional Method of Qualitative Analysis.
	10-11	Writing the Research Report Grammarly / Hemingway Editor – Improve writing style and grammar. Zotero – Manage citations and bibliographies. ChatGPT – Help structure reports and interpret results. Deciding on the research approach and choosing a research strategy: Differing approaches to research; the need for a clear research strategy; using multi-methods; the credibility of research findings; the ethics of research design. Negotiating access and research ethics: Problems associated with access; strategies to gain access; research ethics.
	12	Negotiating access and research ethics: Problems associated with access; strategies to gain access; research ethics. Selecting samples: Probability sampling; non-probability sampling. Using secondary data: Types of secondary data and uses in research; locating secondary data advantages and disadvantages of secondary data; evaluating secondary data sources. Collecting primary data through observation: Participant observation; structured observation; data collection and analysis.
	13-14	Analysing quantitative data: Parametric and non-parametric bivariate inferential statistical tests to implement in quantitative data analysis such as, independent sample t test,

		ANOVA, paired test the Pearson's Correlation coefficient, the Pearson's Chi squared test for Independence, the Mann-Whitney U test, the Wilcoxon matched-pairs signed rank test, the Kruskal-Wallis test, the Friedman test and the Spearman's rank correlation measure. Writing and presenting the project report: Getting started with writing; structuring the project report; organizing the project report's content; developing an appropriate writing style; meeting the assessment criteria; oral presentation of the report.
Teaching Methodology	Lectures, blended teaching, flipped learning & teaching presentations, videos, problem and case studies discussion, exercises, articles discussion, independent and private study, preparation of projects, fieldwork and group work. Tools: ChatGPT (with code), Excel + AI plugins, Orange Activities: • Lab: Analyze a dataset using an AI assistant • Quiz: Match statistical methods with AI suggestions	
Bibliography	Main Books 1. ARTIFICIAL INTELLIGENCE IN RESEARCH METHODOLOGY By Ajay Prakash Pasupulla Sonzal publishers 2. Advanced Research Methodologies: Artificial Intelligence as an Operation Tool Paperback – March 25, 2022 ISBN-10 : 1636486126 ISBN-13 : 978-1636486123 - Title: Research methods for business students Author(s): Mark N.K. Saunders, Philip Lewis, Adrian Thornhill Publisher: Pearson Edition: 8th ed. Year: 2021 ISBN13: 9781292208787	

	<u>Further Recommended Reading:</u> 1. Title: Management Research - An Introduction. Easterby Author(s): Smith, M., Thorpe, R. & Jackson, Paul R. Publisher: A.Sage Edition: 4th ed. Year: 2012 ISBN: 9780857021168 2. Title: Case study research and applications: Design and methods Author(s): Yin, R.K Publisher: Sage Edition: 6th ed. Year: 2017 ISBN: 9781506336167 3. Title: How to research Author(s): Blaxter L., Hughes C., Tight M. Publisher: Open University Press - McGraw-Hill Education Year: 2010 Edition: 4th ed. ISBN: 9780335238688 Websites: Examples of quality business research papers are available free of charge from: • http://businessresearch.eiu.com Business research branch of the Economist Intelligence Unit • http://www.mckinsey.com/mgi/publications/ McKinsey Global Institute • http://ec.europa.eu/enterprise/sectors/index_en.htm European Commission Enterprise and Industry Unit Gale on-line database: http://www.gale.cengage.com/title_lists Periodicals • Harvard Business Review http://hbr.org/magazine - MIT Sloan Management Review http://sloanreview.mit.edu/the-magazine/2011-winter/
Assessment	Assessment methods and criteria: • Submission of Proposal: 90%, • Class Attendance / Participation: 10% Passing Mark: 50%
Language	English

Course title	Business project - Thesis				
Course code	BUS 407				
Course type					
Level	Bachelor of Arts				
Year / Semester	4 th year H Semester				
Teacher's name					
ECTS	12	Lectures	3	Laboratories / week	-
Course purpose and objectives	This course introduces is intended to familiarize the students with the intricacies of combining academic and experiential knowledge in conceptualizing, theorizing, developing, and completing a research project on a Business topic of their choosing. Being a course in completing a lengthy scientific research project in any area of Business, students are given the opportunity to develop new computer and writing skills/abilities, as well as sharpen their critical thinking, for carrying out such a task from grounds up. The course also introduces students to the responsible use of Artificial Intelligence (AI) tools to support the thesis writing process. It empowers students to use AI to enhance research planning, literature review, academic writing, revision, and presentation while maintaining scholarly integrity. The course emphasizes a balanced approach that integrates human critical thinking with AI-generated assistance. • Understand the capabilities and limitations of AI in academic research and writing. • Identify appropriate AI tools to assist with each stage of the thesis process. • Develop ethical and informed practices for using AI in academic work.\Enhance their writing, analysis, and revision skills with AI support. • Prepare and present a thesis proposal or draft using AI-enhanced strategies.				
Learning outcomes	Upon successful completion of this course, students will • be able to critically analyze and integrate relevant literature to devise an appropriate research topic of Business significance and personal importance, • be able to manipulate everyday observations of social life by integrating and applying abstract / theoretical and concrete research classroom knowledge, to the surrounding world of media (such as newspapers, magazines, television/radio news, etc.) and interpersonal relations (such as those enacted with friends, relatives, and acquaintances),				

	Describe the role of AI in academic research <i>Articulate</i> how AI can support tasks such as topic exploration, literature search, and drafting. Use AI tools for literature review Use AI-assisted search engines (e.g., Elicit, Scite) to identify, summarize, and synthesize academic sources effectively. Generate and refine thesis statements and outlines Collaborate with AI tools (like ChatGPT or Notion AI) to brainstorm and organize research arguments. Write and revise thesis chapters with AI support Employ AI for language polishing, paraphrasing, coherence checking, and citation formatting. Critically evaluate AI-generated content Assess the accuracy, originality, and relevance of AI outputs, avoiding plagiarism or over-reliance. Integrate AI ethically into the research process Apply institutional and disciplinary ethical guidelines to the use of AI, including proper attribution and disclosure. Demonstrate AI-informed academic writing practices Submit a thesis proposal, literature review section, or chapter draft that reflects the ethical and effective use of AI.		
Prerequisites	Research Methodology	Required	None
Course content	• Overview of AI in academic writing • Ethics: plagiarism, data privacy, and proper citation • When and how to use AI responsibly Suggested Tools: - ChatGPT (for brainstorming, structure, editing support) - Zotero / EndNote + ZoteroBib (reference management + AI auto-citation tools) - Grammarly / QuillBot / LanguageTool (language enhancement and paraphrasing) - Research Rabbit / Elicit (AI literature discovery and synthesis) - Consensus (AI-based evidence synthesis from academic papers) AI-Assisted Statistical Analysis for Research Objective: Teach students how to design, run, and interpret statistical tests with AI-assisted support. Statistical Foundations Key concepts: - Variable types, hypothesis testing, p-values, confidence intervals - Common tests: t-tests, ANOVA, chi-square, regression 1. Descriptive Statistics Statistics should be presented in a simple and clear way so that it is easy for anyone to understand. The presentation can be in the form of Tables or Graphs. Apart from		

the appropriate graphs some figures are necessary, known as numerical descriptive measures.

For students to distinguish graphs:

- Bar charts
- Pie Charts
- Histograms

and which better describes each type of variable.

Mean, Median, Mode, Range, Variance, Standard deviation, Inter-Quartile Range

2. Hypothesis testing and Statistical 'error'

The statistical hypothesis testing is an inferential process / method offered by the Statistical Inference which finds application in stochastic decision making between two alternative hypotheses

- the non-statistical error
- the type I statistical error
- the type II statistical error

Using AI Tools for Data Analysis

Tools Covered:

- JASP (user-friendly statistical software)
- Jamovi (for students who prefer point-and-click)
- ChatGPT with Python Notebooks or Excel (code and formula generation)
- SPSS / R / Python (optional, for advanced users)

Activities:

- Importing data (CSV, Excel)
- Performing descriptive and inferential statistics
- Interpreting outputs
- Visualizing data (e.g., using matplotlib or Excel)
- Writing up results in APA/MLA format with AI help

3. Parametric and Non-parametric statistical tests

The main statistical tests have as a basic condition that for the statistical test function X to follow a certain distribution, the values of the sample or samples involved in the test must follow the normal distribution.

Understand the difference between parametric and non-parametric statistical assumptions.

4. Correlation

Correlation is the degree and direction of the covariability of two variables that they reflect characteristics of the population under study.

5. Two Group Differences Analysis

For two independent or paired samples we can perform t test for independent samples to see whether the differences in mean values and / or variances of the sample values are statistically equal or not. When we are in doubt if the sample, we are examining comes from the normal population we use the Mann-Whitney test

6. Analysis of differences of Three or More Groups

	ANOVA is essentially an extension of the tests for differences for the mean in more than two samples. ANOVA, Analysis of Variance, Factorial, Kruskal-Wallis, Median test 7. Dissertation Writing This group of lessons constitutes the final process of the Senior Project series which includes the drafting and presenting of the findings of the research project in question. • Provide a critical analysis of the bibliography relevant to their research study, thereby linking it to their own findings. • Present and comment on the various research findings that emerge from the data collection and analysis stages of their research process, and be able to come up with suggestions and conclusions based on such analyses. • Compose and organize their research study in a scientific and logical manner. • Successfully defend and substantiate their choice of research methods and tools as well as comment on their results. Writing Results & Discussion Topics Covered: How to report stats in APA/MLA style Interpreting results with AI assistance Common pitfalls in reporting findings Activity: Draft your Results section using real or mock data Final Presentation & Reflection on AI Use Topics Covered: - Oral presentation of research project (5–7 mins) - Reflection essay on the role of AI tools in your process - Rubric-based peer and instructor assessment - Activity: Final submission of thesis and reflection paper
Teaching methodology	Lectures, SPSS Labs, ZOTERO and Mendeley Lab, Google Forms, AI Tools
Bibliography	1. Title: Business Research Methods and Statistics Using SPSS Author(s): Robert P Burns, Richard Burns Publisher: SAGE Year: 2008 ISBN: 978-1412945301 2. Title: Essentials of Business Research Methods Author(s): Joe F. Hair Jr., Michael Page Publisher: Routledge Edition: 5th ed. Year: 2023

	ISBN: 978-1032426280 3. Title: Understanding statistics in the behavioural sciences Author(s): Pagano, R. R. Publisher: Cengage Learning Edition: 10th ed. Year: 2012 ISBN: 978-1111837266
Assessment	Attendance and Participation: 10% Progress Report: 10% Project: 80%
Language	English



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



ANNEX 2: TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
A Semester								
1.	Theory	English Communication	ENG 101	3	50	14	42	6
2.	Theory	Introduction to Business	BUS 101	3	50	14	42	6
3.	Theory	Basic Mathematics and Statistics	MTH 101	3	50	14	42	6
4.	Theory	Introduction to Computing	CSC 101	3	50	14	42	6
5.	Theory	Introduction to Accounting	ACC 101	3	50	14	42	6
B Semester								
1.	Theory	Business English	ENG 102	3	50	14	42	6
2.	Theory	Principles of Microeconomics	ECO 101	3	50	14	42	6
3.	Theory	Introduction to Managerial Accounting	ACC 102	3	50	14	42	6
4.	Theory	Introduction to Marketing	MAR 101	3	50	14	42	6
5.	Theory	Introduction to Finance	BUS 102	3	50	14	42	6

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
C Semester								
1.	Theory	Financial Accounting	ACC 200	3	50	14	42	6
2.	Theory	Basic Psychology	PSY 101	3	50	14	42	6
3.	Theory	Principles of Macroeconomics	ECO 102	3	50	14	42	6
4.	Theory	Introduction to Management	MGT 200	3	50	14	42	6
5.	Theory	Elective*		3	50	14	42	6
D Semester								
1.	Theory	Marketing Management	MAR 201	3	50	14	42	6
2.	Theory	Business Information Systems	CSC 201	3	50	14	42	6
3.	Theory	Research Methodology	BUS 201	3	50	14	42	6
4.	Theory	Public Speaking	ENG 103	3	50	14	42	6
5.	Theory	Artificial Intelligence for Business	AI 201	3	50	14	42	6

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
E Semester								
6.	Theory	Organizational Behavior	BUS 301	3	50	14	42	6
7.	Theory	Services Marketing	MAR 202	3	50	14	42	6
8.	Theory	Sustainability and Green Practices	BUS 302	3	50	14	42	6
9.	Theory	Business Law	BUS 303	3	50	14	42	6
10.	Theory	Elective*		3	50	14	42	6
F Semester								
1.	Theory	International Business	BUS 312	3	50	14	42	6
2.	Theory	Advanced English	ENG 301	3	50	14	42	6
3.	Theory	Small Business Management	BUS 304	3	50	14	42	6
4.	Theory	Market Research	MAR 302	3	50	14	42	6
5.	Theory	Logistics & Supply Chain Management	BUS 305	3	50	14	42	6

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
G' Semester								
1.	Theory	Business Policy and Strategic Management	BUS 401	3	50	14	42	6
2.	Theory	Human Resource Management	BUS 402	3	50	14	42	6
3.	Theory	Strategic Marketing	MAR 402	3	50	14	42	6
4.	Theory	E-Business	CSC 401	3	50	14	42	6
5.	Theory	International Finance	BUS 403	3	50	14	42	6
H' Semester								
1.	Theory	Innovation & Entrepreneurship	BUS 404	3	50	14	42	6
2.	Theory	Financial Services	BUS 405	3	50	14	42	6
3.	Theory	Business Ethics	BUS 406	3	50	14	42	6
4.	Theory	Business project – Thesis	BUS 407	3	50	14	42	12

Electives Courses

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
1.	Theory	Russian Language - (for native students)	RUS101	3	50	14	42	6
2.	Theory	Greek Languages (for non- native students)	GRE 101	3	50	14	42	6
3.	Theory	European History	HIS 101	3	50	14	42	6
4.	Theory	Introduction to Hospitality Management	HOT 101	3	50	14	42	6
5.	Theory	Public Relations	BUS 400	3	50	14	42	6
6.	Theory	Change Management	BUS 500	3	50	14	42	6
7.	Theory	International Tourism	TOU 201	3	50	14	42	6
8.	Theory	Business Economics	BUS 502	3	50	14	42	6
9.	Theory	Managerial Finance	BUS 503	3	50	14	42	6
10.	Theory	Business Data Analysis	BUS 504	3	50	14	42	6

ANNEX 3

RESEARCH AT CDA COLLEGE

CDA College Research Centre “Aristotle” is an autonomous, non-for-profit research organization based in Cyprus that was established to provide an independent platform for researchers across the island.

CDA College aims at excellence in research and is fully committed to developing and promoting research activity. Research, both pure and applied, being an essential academic activity is an integral part of CDA College’s mission. Research and advancement of knowledge as intellectual activities, are an integral part of our educational environment that fosters innovation and enthusiasm for excellence. Research at CDA College is concentrated in the areas of Humanities and Social Sciences, Pure and Applied Sciences, Marketing, Economics and Management and other emerging global issues.

In addition, the College and the research team have set as their main objectives the constant presence in academic conferences, seminars and publications in prestigious research journals and the further cultivation and development of research culture at the College aiming at the exchange and formulation of innovative ideas and knowledge. The College has already set a policy with clear research incentives and all faculty staff should be involved and provide evidence of research activity every year. All faculty staff have the full support of the college on the research area.

CDA College Research Centre has established a formal and clear research policy which will enhance the research quality and education standards at CDA College.

THE MISSION OF THE RESEARCH CENTRE

"To enhance theoretical and empirical research, to develop solutions and guide thinking to current and future problems, and create new knowledge taking into consideration leading-edge technology and socio-economic developments globally.»

As a research team we aim for higher achievements both internally as an academic institution, and externally in the public and private sector. Thus, our current and future research projects cover areas that sustain quality of life and performance, and contribute to a better implementation and monitoring of improvements and changes.

With the increased complexity and demands for a better achievement, both internally as an academic institution and also externally in the Public and Private sector, we aim to carry

out research and development projects which will enhance and sustain quality of life and performance, and contribute to a better implementation and monitoring of improvements and changes.

RESEARCH POLICY

A clear and detailed research policy is introduced for more transparency and equity with well identified research objectives and encouraging research incentives. The Budget of the Research Centre is €100,000 per year and this amount may be increased if there are more research requests by the faculty members.

THE OBJECTIVES OF “ARISTOTLE” RESEARCH CENTRE

9. To raise research levels to international standards and aim to activate and advance researches further.
10. To establish a research system corresponding to the promotion of academic researches.
11. To develop a research performance evaluation system to encourage the teaching staff to carry out research activities.
12. To provide a professional management, coordination and quality service in order to successfully carry out research activities
13. To promote research identity of CDA College and develop with other organizations, public and private institutions, professional bodies, academic and research institutions, and society in general.
14. To cultivate and enhance research culture and develop a research environment to encourage CDA College faculty staff to be active.
15. To organize meetings, seminars and forums for research suggestions and collaborations.
16. To establish links with CDA College, EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects.

THE RESEARCH CRITERIA AT CDA COLLEGE

15. CDA has set a research budget of €100.000 per year and this amount may be increased if there is more need for research.
16. Develop a research performance evaluation system to encourage the teaching staff to carry out research activities.
17. The research budget is set to €40,000 the projects on the Business research area
18. The research budget is set to €30,000 Travel and Tourism
19. Another €30,000 for other research areas.
20. The research proposals will be sent to the Research centre for approval.
21. The research proposals will be sent to the Research centre for approval.

22. All the academic members should undertake research each year and the research centre will keep records for each research output.
23. Encourage faculty staff to participate to seminars/conferences and all expenses paid by the research centre.
24. The lecturers of all CDA campuses to undertake an individual or a group research on their specialization areas.
25. Lecturers will get teaching hours off for the research undertaken.
26. An amount paid for a complete research is based on the research length and quality.
27. Lecturers will get extra payment if they entered into EU Research Funding Projects.
28. Establish links with both EU and International research bodies and academic institutions for cooperation and sharing of research information and also participating in EU research funding projects.
29. Based on the lecturers' research output and publications each year, they will get a reward, promotion and remuneration increase.

Furthermore, CDA College publishes once a year its annual research journal **"The Cyprus Research Facts"** it publishes faculty's articles and invites articles from domestic and foreign writers.

Academic Freedom

C.D.A. College adheres in principle to the American Association of University Professor's Statement on Academic Freedom, and it is its policy to defend academic freedom against any encroachment. The College, as a centre of learning, depends upon the free search for truth and its free exposition. The College has adopted the following statement on academic on academic freedom.

Faculty members of C.D.A. College are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their academic duties. However, research for pecuniary return needs to be approved by the Director of the Research Centre "Aristotle".

Faculty members are entitled to freedom in the classroom to discuss their subject, but should not introduce controversial material, which has no relation to the subject. The faculty are members of a scholarly profession and officers of the institution. When they speak or write as citizens, they will be free from institutional censorship of discipline, but their special position in the community imposes special obligations. As learned and humane folks they should remember that the public might judge their profession and their institution by their utterances. Hence, they will at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make effort to indicate that they are not speaking for the institution.

Faculty members who feel that their academic freedom has been infringed may make a written request to the General Director that an investigation is made of their case. The request should set forward in a clear and concise manner the events and circumstances upon which the charge is based. The General Director may refer the question to the Disciplinary Committee.

Authorized Research

Faculty members may receive workload credit if they engage in pre-authorized research. Research must be relevant to the discipline of the instructor, it must be of high quality and publishable, and it must be of reasonable time duration.

Additionally, the College Publishes the “Cyprus Research Facts” our College electronic research journal. The research journal will contribute to the enhancement of the College research, image and prestige. All the CDA faculty staff participate and contribute to the achievement of this great objective. The “Cyprus Research Facts” journal will publish papers in all areas of Humanities and Social Sciences, Pure and Applied Sciences, Economics, Business, Marketing, Tourism and Management etc.

Furthermore, the College strongly supports faculty research activities, through financial and other means. The College will also take part to the European and International Research programmes and encourages and supports faculty research activities, attend conferences, seminars, through a reduction of teaching load etc. Every year the College keeps a research report (Faculty Research & Development Booklet) requesting evidence from the teaching staff for their research activities, attendance of seminars and training, teachers exchanging programme etc.

1. THE RESEARCH COMMITTEE

- The Head of the Research Centre
- The General Director (Academic Affairs & Administration)
- The 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, Economical 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.

2. 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

Faculty Staff Research and Development

The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD. Additionally, here below is a booklet of faculty research and development showing publications in journals.

As already mentioned in the faculty handbook and self-study the College encourages and supports faculty research activities, attend conferences, seminars and reduction of teaching

load. Every year the College will keep a research report requesting evidence from the teaching staff for their research activities.

Additionally, the College has already introduced a policy with clear research incentives and credits as specified below:

Research Output and Credits

The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD. Additionally, here below is a booklet of faculty research and development showing publications in journals.

As already mentioned in the faculty handbook and self-study the College encourages and supports faculty research activities, attend conferences, seminars and reduction of teaching load. Every year the College will keep a research report requesting evidence from the teaching staff for their research activities.

The Research Team of CDA College has several research interests in the following areas:

- Management and the Leading-edge Technologies applied in business.
- Analysis of Contemporary and innovative marketing theories and concepts
- Innovative Marketing Strategies
- Globalisation Vs Localisation impacts in Business
- Information Technology and Science.
- Wireless Networks and security. Computer Ethics.
- Politics and Economy.
- Evolution of man and other species
- Educational Management
- Dyslexic children.
- Creative Drama in School.
- Greek and Roman Civilization and Archaeology.
- Political and Legal translation methods.
- Globalisation of Education

CDA Faculty Staff Ranking/Teaching Load and Research

The teaching load of each rank for faculty members on a Research track is shown in the table below. Faculty members will be expected to produce a research output worth of at least the number of Research credits shown in the table below.

Faculty Staff Teaching Load and Research

Academic Rank	Fall Semester Hours per week	Spring Semester Hours per week	Summer Session Hour per week	Research Credits
Assistant Lecturer	22	22	6	
Lecturer	15	15	6	60
Senior Lecturer	15	15	6	60
Assistant Professor	12	12	6	100
Associate Professor	12	12	6	120
Professor	12	12	6	140

Notes:

- Any teaching in excess of the total yearly load is considered to be overtime.
- Faculty members who serve as Department Heads will receive a teaching relief of 6 hours per academic year.
- In cases where a faculty member is allocated a lesser load than the one specified above then other duties may be assigned such as teaching short courses or undertaking major administrative work.

Additionally, the College has already introduced a policy with clear research incentives and credits as specified below:

Research Output and Credits Table

Research Output		
Group A		Credits
1.	Article published in a high ranked (category A or B) refereed Journal listed in a journal Rating Ranking/Quality List	200
2.	Article published in a ranked (category C or D) refereed journal Listed in a journal Rating Ranking/Quality List	100
3.	Article published in a unranked refereed journal listed in a Journal Rating Ranking/Quality List	60
4.	Article published in the Cyprus Research Facts	40
Group B		
5.	Proposal submitted for funded research	30
6.	Winning a high score after submitting a proposal for funded research	40
7.	Winning a proposal for funded research	100
8.	Carrying out funded research	100

Group C		
9.	Paper published in refereed conference proceedings of conference taking place abroad	45
10.	Paper published in refereed conference proceedings of a conference taking place locally	30
11.	Abstract published in refereed conference proceedings of a conference taking place abroad	15
12.	Abstract published in refereed conference proceedings of a conference taking place locally	10
Group D		
13.	Article published in popular press (e.g newspaper, magazine)	10
14.	Chapter / Case study published in a book	20
15.	Book published	40-100

Research Output and Credits

The college strongly supports faculty research activities, through financial and other means. The College provides subsidy of existing staff to get PhD.

"The Cyprus Research Facts" CDA College Research Journal

"The Cyprus Research Facts" is the CDA College research journal which is published once a year. The research journal contributes to the enhancement of the College research and the faculty development also enhance the College image and prestige. All the CDA faculty staff participate and contribute to the achievement of this great objective. The "Cyprus Research Facts" journal publishes papers in all areas of Humanities and Social Sciences, Pure and Applied Sciences, Economics, Business, Marketing, Tourism and Management etc.

Faculty Staff Involvement

CDA College encourage and motivate all faculty staff to be involved in the College administrative duties and other academic issues towards the enrichment/ improvement of the quality of the academic programs of studies for achieving higher educational standards.

Faculty Staff 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 Campus Director and approved by the General Director.
- Attendance at local relevant conferences, seminars, lectures, symposia is encouraged and strongly recommended.
- 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 General Director and approved by the Chairman.
- The College will contribute towards relevant expenses. Attendance must be recommended by the Campus Director and approved by the General Director.
- 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.
- 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 Research Centre and the General Director for approval.
- The College encourages and supports its faculty members to gain national and international recognition for excellence in their areas of expertise.
- 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.
- 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.
- The College will make an effort to subscribe to educational material that is relevant to the basic areas of interest of its faculty.
- 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.
- 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.
- The College will encourage faculty members exchanges with other local or international educational institutions.
- CDA College has the official ERASMUS Charter since 2013.



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



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Projects Submitted by “Aristotle Research Centre”

	Project Title	Call	Programme	Brief Description	Grant Requested	Date of Submission	Staff Involved	Status
1	ARQuest: The AR-Powered Cultural Journey with Digital and Physical Collectibles	Pree-Seed	Research & Innovation Foundation (Cyprus)	The primary aim of this project is to develop an innovative augmented reality (AR) application that enriches cultural tourism through gamification and digital collectibles. Unlike traditional tourism apps, this platform enables users to unlock and collect exclusive, artist-recreated 3D models of historical artefacts by visiting designated cultural sites. Each collectible artefact includes an audio guide by the artist, offering insight into the piece’s cultural significance and inspiration. These digital artefacts, potentially authenticated as NFTs via blockchain, can also be transformed into personalised physical products, such as 3D-printed models or custom merchandise.	119,999	11/15/2024	Dr. Andreas Tofaris	Pending
2	ReVive: From Waste to Wellness, A Circular Mushroom Coffee Experience	Pree-Seed	Research & Innovation Foundation (Cyprus)	The primary aim of the ReVive project is to develop an innovative and sustainable nutraceutical product that combines the cognitive benefits of medicinal mushrooms with the invigorating effects of coffee. This aligns directly with the EU's PRE-SEED Programme objectives by fostering green innovation and supporting the scalability of SMEs in international markets. This product is positioned at the intersection of sustainability and wellness, specifically targeting the growing consumer interest in cognitive health and eco-friendly solutions.	119,999	11/15/2024	Dr. Andreas Tofaris	Pending
3	Carbon Flow: The Affordable, Comprehensive	Pree-Seed	Research & Innovation	Our project aims to develop an innovative web-based platform that enables small and medium-sized enterprises (SMEs) to efficiently measure, track, and report their Scope	119,999	11/15/2024	Dr. Andreas Tofaris	Pending



	Solution for Global Emissions Compliance and Carbon Neutrality		Foundation (Cyprus)	1 and Scope 2 greenhouse gas (GHG) emissions in compliance with ISO 14064 standards. Our mission is to make sustainability reporting affordable and achievable for all SMEs by providing a low-cost, user-friendly emissions tracking solution.				
4	ValorViva: Circular Valorization of Olive Pomace for Sustainable Animal Feed and Eco-friendly Construction Materials	Pree-Seed	Research & Innovation Foundation (Cyprus)	The primary objective of the project is to create an innovative and sustainable solution for managing olive pomace waste by converting it into two value-added products: high-quality insect-based animal feed and lightweight construction materials, while also integrating composting to close the circular loop.	119,999	11/15/2024	Dr. Andreas Tofaris	Pending
5	WikiPips: Personalized AI Driven Forex Trading Education Platform	Pree-Seed	Research & Innovation Foundation (Cyprus)	The main objective of this project is to develop an innovative online educational platform focused on financial education in the Forex sector, offering an engaging learning experience through video courses and gamification elements like badges and progress tracking to enhance user motivation and retention. We aim to go beyond the typical educational platform by not only teaching users about Forex trading but also empowering them to design, test, and implement their own trading strategies. After users complete the relevant learning modules and demonstrate a working knowledge, advanced features are unlocked, enabling them to create customized strategies based on different alerts and indicators they have learned during the courses.	119,999	11/15/2024	Dr. Andreas Tofaris	Pending
6	Elevate: A Tech-Driven Platform for	Pree-Seed	Research & Innovation	The primary objective of the proposed project, Elevate, is to create an innovative platform that enhances the guest experience at agritourist hotels by offering personalized in-	119,999	11/15/2024	Dr. Andreas Tofaris	Pending

	Personalized In-House		Foundation (Cyprus)	house dining services. Local chefs can sign up to create unique three-course menus that guests can book for an exclusive dining experience at the hotel. The platform activates the experience once a minimum number of guests sign up, ensuring both feasibility and a high-quality communal atmosphere. Initially, Elevate will be deployed across 10 agritourist hotels, establishing a sustainable and scalable model for premium in-house dining in regions with limited options. By enhancing guest experiences and providing local chefs with additional income, Elevate aims to support economic growth in rural and underserved areas.				
7	Culinary Experiences at agritourism Hotels	Pree-Seed	Research & Innovation Foundation (Cyprus)	The proposed project aims to develop a digital platform that will improve traceability, quality assurance, and marketability of extra virgin olive oil produced mainly by small-scale olive mills. The platform will provide traceability and certification services for olive oil batches, helping producers differentiate their products as premium quality and build consumer trust.	119,999	11/15/2024	Dr. Andreas Tofaris, PhD(c) Charia Hadjipakkou & PhD(c) Vasiliki Valianti	Pending
8	Care 4.0 Skills	Alliances for Education and Enterprises	Erasmus+	The Care 4.0 Skills project aims to establish a future needs-oriented initiative for upskilling and reskilling care personnel in Europe, bringing together HEI and VET providers with industry actors, to work together on addressing the skills needs of the sector. This initiative will develop a micro-credential scheme, aiming to provide care workers with the needed skills and competences to work in the rapidly evolving and changing Care 4.0 environment, taking advantage of, and using effectively the latest technological breakthroughs in the sector. In parallel, the project seeks to develop and establish an occupational	1.5 million	3/7/2024	Andreas Pichides, Dr. Pavlos Panayi, Dr. Andreas Tofaris & Christina Agathangelou	Pending

				profile for CARE 4.0 workers, fostering their employability and equipping the care sector with quality workforce, able to perform effectively tasks and duties making use of the latest technologies available in the market. Furthermore, the project aims to establish a Community of Practice, as a collaborative space facilitating technology transfer and innovation, through regular communication and synergies between care stakeholders and the care workforce, incorporating tools and resources for employability and work opportunities.				
9	Reduction of Greenhouse Gas Emissions at C.D.A. College	Grant Scheme for Encouraging the Reduction of Greenhouse Gas Emissions in Businesses	Department of Environment (Cyprus)	The aim of this Grant Scheme is to take a step beyond existing policies and measures and contribute to the implementation of additional measures outlined in the National Energy and Climate Plan (NECP) for the period 2021-2030. It seeks to align businesses with the country's climate and energy strategy and goals, by shifting their mindset and actions towards a green economy (transition to zero waste production, circular economy, energy efficiency, and, in general, actions that contribute to the reduction of greenhouse gas emissions and the decarbonization of the Cypriot economy). Additionally, it aims to help businesses understand the medium and long-term impacts of climate change on their activities. This Scheme aspires to encourage businesses/beneficiaries to participate in a comprehensive transformation of the economy aimed at carbon emission reduction by drafting action plans that ultimately aim to reduce greenhouse gas emissions within their operational processes and/or domestic supply chains.	11,500	7/31/2024	Dr. Andreas Tofaris	Approved



10	ASTRAIA	Cooperation partnerships in HED	Erasmus+	The project perceives a need for more comprehensive and accessible education in the field of sustainability and circular economy, both from society and the target group (which are mainly business students). We consider them to be the future agents of change in the approach to the environment, so the project is primarily focused on their education in this area. We want to achieve this through a comprehensive combination of online course (MOOC) platforms, a circular hub and a local workshop.	400,000	3/5/2024	Dr Andreas Tofaris, Dr Michalis Tsangas & Christina Agathangelou	73/100
11	BI-VERTI-SOL: Bifacial Vertical Integrated Solar for Enhanced Land Use	Co-Develop RE Power	Research & Innovation Foundation (Cyprus)	Integrating vertical bifacial photovoltaic (PV) systems with potato cultivation in Cyprus offers a comprehensive solution for sustainable agriculture and energy production, capitalising on the island's abundant sunshine and addressing its limited agricultural land. This innovative agrivoltaic concept involves installing vertical bifacial PV panels within potato fields, which can capture sunlight on both sides to enhance electricity generation while minimising crop shading, thus fostering optimal growth conditions. The integration of these systems with potato farming not only has the potential to revolutionise agricultural practices in Cyprus but also to develop exportable know-how. The vertical arrangement of the PV systems is strategically designed to match the daily energy demand curve, providing consistent power with peaks during high-demand periods, which is crucial for Cyprus's isolated energy network prone to stability issues. This setup not only contributes to grid stability and energy security but also addresses one of the major challenges for PV systems in southern Europe: soiling. The upright position of vertical bifacial PV panels minimises dust	294,000	2/29/2024	Dr. Andreas Tofaris	10.5/15

accumulation, and when combined with lower operating temperatures facilitated by enhanced air circulation, it maintains high operational efficiency. Further optimization is achieved by integrating panel cleaning with agricultural watering systems, ensuring efficiency without significantly increasing water usage. Moreover, incorporating autonomous weather stations into this agrivoltaic system is pivotal, continuously logging weather conditions to accurately estimate energy and crop yields. This data enables optimization for maximum efficiency and productivity, and by facilitating comparisons with regional data, it identifies potential replication areas, scaling the project across the Mediterranean region with similar climatic conditions.

The general objectives of the proposed project align with the specific objective of enhancing energy transmission efficiency and reliability. The project addresses the prevalent problem of lightning-induced disruptions in transmission lines, which lead to power outages and equipment damage.

This project aims to identify a safer alternative to sodium nitrite as a meat preservative, addressing the health concerns associated with nitrosamines, which are known carcinogens. Utilizing carob, a native Cypriot resource, the project will: (1) Investigate the feasibility of replacing sodium nitrite with carob-derived antioxidants and (2) Assess carob extract's potential as a meat preservative, examining its microbial and physicochemical properties. The methodology involves developing an innovative meat preservative from Cypriot carob extract, offering a natural

12	Lightning Advanced Detection and Rapid Response	Research in Enterprises - Energy	Research & Innovation Foundation (Cyprus)	The general objectives of the proposed project align with the specific objective of enhancing energy transmission efficiency and reliability. The project addresses the prevalent problem of lightning-induced disruptions in transmission lines, which lead to power outages and equipment damage.	200,000	1/26/2024	Dr. Andreas Tofaris	8.70/15
13	Carob Extract as a Meat Preservative	Proof of Concept	Research & Innovation Foundation (Cyprus)	This project aims to identify a safer alternative to sodium nitrite as a meat preservative, addressing the health concerns associated with nitrosamines, which are known carcinogens. Utilizing carob, a native Cypriot resource, the project will: (1) Investigate the feasibility of replacing sodium nitrite with carob-derived antioxidants and (2) Assess carob extract's potential as a meat preservative, examining its microbial and physicochemical properties. The methodology involves developing an innovative meat preservative from Cypriot carob extract, offering a natural	43,680	11/10/2023	Dr. Andreas Tofaris, PhD(c) Charia Hadjipakkou & PhD(c) Vasiliki Valianti	12.90/15

and health-conscious solution for consumers, meat producers, and the food industry. This approach caters to the growing demand for natural and organic food options, benefiting the Cypriot economy by promoting local resources and the carob industry. Anticipated results include the successful development of a carob-based meat preservative that is healthier and more eco-friendly than current alternatives. The impact of this project will lead to higher profit margins for meat producers due to the premium pricing associated with organic products, boosting the Cypriot economy.

Our project is dedicated to redefining extra virgin olive oil (EVOO) as both a premium culinary product and a health-enhancing supplement, aligning with the health claim standards set by European Regulation 432/2012. We plan to conduct an in-depth literature review to determine the best practices for cultivating olive varieties and refining harvest and extraction processes that maximize phenolic content. The project will implement the Aristoleo test kit for its rapid phenolic content measurement capabilities, with accuracy validation conducted through HPLC testing at the University of Cyprus lab. This two-pronged approach ensures our EVOO's quality without hindering production flow. Upon successful validation, we will introduce a digital certification platform that issues QR codes for each EVOO batch. These codes link to a digital interface detailing the oil's production narrative, quality tests, and extraction date, enhancing consumer trust and transparency. Our initiative unfolds along two strategic axes to augment EVOO's commercial appeal. First, it empowers producers

14	OliveTrace: Enhancing Olive Oil Value through High- Phenol Content and Advanced Traceability	Proof of Concept	Research & Innovation Foundation (Cyprus)		43,400	11/10/2023	Dr. Andreas Tofaris & PhD(c) Charia Hadjipakkou	12.27/15
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with a certification that authenticates phenolic content, thus boosting market value. Second, it propels our inhouse EVOO brand into the nutraceutical market as a scientifically validated food supplement. Ultimately, this project is not only poised to enhance the standing of EVOO producers but also to position our brand at the forefront of the health-centric food industry. By doing so, we aim to deliver a product that marries gastronomic excellence with verified health benefits, contributing positively to consumers' diets and overall well-being.

Our vision and mission are to revolutionize the educational experience for children by providing a highly configurable, engaging, and interactive video game that fosters independent learning and problem-solving abilities across various subjects. We aim to develop an innovative open-world, puzzle-based video game, starting with mathematics, while also providing valuable insights into game development methodologies. Through experiments and tests, we will demonstrate the positive impact of the game on elementary school students and generate useful guidelines for teachers. In collaboration with academic partners, we will publish research findings on game development methodologies, the effectiveness of the game in education, and market research insights on the edtech industry.

The project's central idea is to innovate and diversify within the nutraceuticals and food supplement sector. Our primary aim is to refine the cultivation of in-house medicinal mushrooms, particularly the Lion's Mane/Heridium Erinaceus, using spent coffee grounds as

15	Cuprum2929	Research in Enterprises	Research & Innovation Foundation (Cyprus)	Our vision and mission are to revolutionize the educational experience for children by providing a highly configurable, engaging, and interactive video game that fosters independent learning and problem-solving abilities across various subjects. We aim to develop an innovative open-world, puzzle-based video game, starting with mathematics, while also providing valuable insights into game development methodologies. Through experiments and tests, we will demonstrate the positive impact of the game on elementary school students and generate useful guidelines for teachers. In collaboration with academic partners, we will publish research findings on game development methodologies, the effectiveness of the game in education, and market research insights on the edtech industry.	200,000	4/24/2023	Dr. Andreas Tofaris	6.15/15
16	MediBrew: The Health-Enhancing, Circular Revolution of a Mushroom Coffee Blend.	Pree-Seed	Research & Innovation Foundation (Cyprus)	The project's central idea is to innovate and diversify within the nutraceuticals and food supplement sector. Our primary aim is to refine the cultivation of in-house medicinal mushrooms, particularly the Lion's Mane/Heridium Erinaceus, using spent coffee grounds as	200,000	11/3/2023	Dr. Andreas Tofaris, PhD(c) Charia Hadjipakkou & PhD(c)	10.47/15

the growth substrate. Initially, we will offer the mushroom powder as a standalone supplement. Subsequently, this will be blended with coffee and introduced to the market in easy-to-use teabags and later on as biodegradable Nespresso pods, ensuring a sustainable and convenient consumption method. Central to our innovative approach is the synergistic combination of medicinal mushrooms and coffee, which amplifies the individual benefits of both active ingredients, while embracing the circular economy concept for a sustainable impact. Steps will be taken to minimize waste and optimize resources. Initially the aim is to use spent coffee with sawdust as growth substrate for mushroom cultivation, not only providing a sustainable use for this by-product but also reducing the need for new resources. By growing medicinal mushrooms on spent coffee grounds and then using coffee shop waste for further cultivation, we create a closed-loop mushroom-coffee cycle. This dual-pronged approach not only showcases our commitment to sustainability but also positions our start-up at the nexus of innovation and responsible entrepreneurship within the nutraceuticals domain. Our innovation aims to harness the well-documented cognitive and neural advantages of Lion's Mane and other medicinal mushrooms, placing our start-up at a competitive forefront in the burgeoning supplement market.

Vasiliki
Valianti

17	Multi-vendor augmented reality and video marketplace	Pree-Seed	Research & Innovation Foundation (Cyprus)	To help brands digitally engage and monetize their communities like never before and fill the online and offline shopping experience gap, MyFount is a multi-vendor augmented reality and video marketplace designed	200,000	11/4/2023	Dr. Andreas Tofaris	8.40/15
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to help custom-made furniture SMEs create brand awareness, build loyalty with consumers, and increase sales while offering them an immersive digital shopping experience. MyFount offers registered retailers the possibility to showcase details and functionalities of their products through AR representation of the product in the users' actual space and through product trial videos aiming to give consumers an interactive experience with the product and assist them in visualizing how the product will fit in and look before ordering and to build brand awareness. Meanwhile registered consumers view 24/7 from the comfort of their home an interactive product display and feel more comfortable with their purchase decision online.

18	IP-Sports	Intellectual Property Awareness Raising Activities	EUIPO	The project "Intellectual Champions - Raising Awareness about the Value of Intellectual Property in Sports" aims to foster an emotional relationship with intellectual property (IP) among children and young athletes participating in a 3-day football talent spotting event. The project integrates educational components related to IP, with the objective of increasing awareness and understanding of IP rights, copyright, patents, designs, trademarks and licensees in the sports industry. The project activities are designed to create a comprehensive approach to IP education, including presentations, workshops, website development, informative printed and digital materials, meetings with artists, innovators and creators, and workshops to create participants' own intellectual property.	60,000	5/31/2023	Estelia Savvidou, Dr. Andreas Tofaris & Christina Agathangelou	Rejected
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19	GreenMind	Cooperation partnerships in VET	Erasmus+	The main objective of the project is to develop a model for green entrepreneurial mindset for the purpose of entrepreneurship education curricula. The model will address the necessity of modern study programs in entrepreneurship education, providing not just core skills essential for business practices, but also horizontal “green” driven competencies that form the green entrepreneurial mindset of entrepreneurs.	250,000	3/23/2022	Dr Andreas Tofaris & Christina Agathangelou	60/100
20	DIGIPRES	Small-scale partnerships in VET	Erasmus+	The core objective of the activities mentioned in the project is to participate in education of digital skills and support innovation in this field. Also, the ability of succeeding in digital skills such as presentation in front of the camera will surely lead to more successful career paths and bigger individual utility on the labor market. The online course itself is an innovative way of teaching with modern technology and it has a great impact on participants when it comes to the effectiveness of learning as it is using their visual, auditory and tactile senses. In the era of covid, the ability to turn all LIVE activities into online caused many bankrupts and frustration as individuals were rarely able to handle. Our project is meant to support the increasing and expanding digital skills and competences. The methodology will give a very solid summary of the theoretical background and can be used in further work with students but also trainers. Utilization of the current modern TV studio at University will give a good base to the programme and will develop practical competencies of the students.	60,000	3/24/2022	Academic Staff from BA Business	57/100



21	Youth Entrepreneurial Success	Small-scale partnerships in ADU	Erasmus+	Youth Entrepreneurial Success is a project aimed at fostering entrepreneurial skills and mindsets among young adults through small-scale partnerships in adult education. By bringing together educators, trainers, and experienced entrepreneurs, the project provides targeted training, mentorship, and practical resources to empower young individuals to start and manage their own businesses. Through workshops, hands-on activities, and real-world case studies, participants will gain essential knowledge in areas such as business planning, financial management, and innovation. This initiative supports the development of a resilient and dynamic entrepreneurial ecosystem, encouraging economic growth and employment opportunities for young adults.	60,000	3/24/2022	Dr. Andreas Tofaris & Christina Agathangelou	50/100
22	Organization and Operation of the Gambling Academy	A.A.67.2022	National Betting Authority (Cyprus)	The Gambling and Casino industry in Cyprus has entered a period of unprecedented growth in recent years. This increase has led to a demand for skilled professionals in the field of gambling. By building skills and acquiring specialized knowledge and the necessary expertise, graduates of the Gambling Academy will be fully prepared for a successful career. The creation of the academy aims to upgrade and specialize the broader workforce in the Republic, addressing many gaps for foreign investors. The primary objective is to provide specialized scientific and theoretical knowledge to candidates in specializations that meet the modern needs of a holistic approach to the gambling sector.	180,000	8/30/2022	Dr. Pavlos Panayi, Dr. Andreas Tofaris, Antigoni Michael, Athena Koliandri & Christina Agathangelou	Rejected
23	Augmented Reality in beauty industry	Innovation Voucher	Research & Innovation	MyFount Ltd, an AR technology firm, partnered with C.D.A. College, a Knowledge Intensive Organization to expand their technology application from furniture to beauty	5,000	9/14/2022	Dr. Andreas Tofaris	Approved



			Foundation (Cyprus)	products. Through this collaboration, MyFount received expert technical reviews on AR technology, in-depth consumer market studies for the Cypriot market, consultation on beauty product selection, and continuous support and consultation. This partnership also benefited the Knowledge Intensive Organization by providing a real-world application for their beauty sector expertise, enriching their research and learning experience, strengthening their industry ties, and contributing to knowledge in both the beauty sector and technology research. This synergy generated a mutual understanding of consumer behavior, and technology development, paving the way for MyFount Ltd to innovate and extend their AR technology to the beauty sector, and further understanding the potential for AR technology in the beauty industry.				
24	Social Entrepreneurship to battle Youth Social Exclusion	Exchange of Good Practices	Erasmus+	The overall objective of this project is to empower youths facing social exclusion due to unemployment, by giving them an opportunity to fulfil their potential and be impactful members of their society by introducing them to the benefits of social entrepreneurship.	87,470	8/31/2021	Christina Agathangelou, Dr. Andreas Tofaris, Dr. Marilia Kountouridou & Fedonas Karapatakis	Approved



Annex 4 – Offer Smart Boards

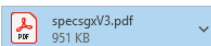
FW: SMART Interactive Boards



Karolina Kyprianou <k.kyprianou@cdacollege.ac.cy>
To: 'Athanasios Christophorou'; 'Pavlos Panayi'; 'Efsthios Michael'

Reply Reply All Forward ...

Mon 30/06/2025 5:02 pm



From: Sales <sales@achelec.com.cy>

Sent: 30 June 2025 12:14

To: Karolina Kyprianou <k.kyprianou@cdacollege.ac.cy>

Cc: Antonis Achilleos <antonis@achelec.com.cy>; Achelec Ltd <achelec@achelec.com.cy>; Myria Antoniou <secretary@achelec.com.cy>

Subject: SMART Interactive Boards

Good Morning Mrs Karolina

I hope this email finds you well. Please see below the pricing for the different models and sizes (65, 75, and 86 inch):

GX-65 €1.650+VAT

GX-75 €2.200+VAT

GX-86 €2.950+VAT

MX-65 €2.200+VAT

MX-75 €2.650+VAT

MX-86 €3.500+VAT

I have also attached the specs sheets for the two models. Feel free to contact me anytime if you have any questions.

Best Regards,



Andreas Achilleos
Business Development Manager

Phone: +35725871020
Tel: +35799670110
Email: sales@achelec.com.cy

6, Vassili Vryonides Str.
Gala Court Chambers
Off. 101-102
3095 Limassol

ANNEX 5

Accessibility for PWD

The College cares very much about students with disabilities and has accommodated the College facilities for PWD:

- Elevators
- Access Ramps
- Adjusted Toilets
- Easy access to all premises, classrooms, library, cafeteria, labs etc

Educational Guide For Students With Disabilities In Higher Education

Prepared by *Marilena Alexandrou, BA Medieval and Modern Greek Literature, MA in Special (Inclusive) Education, CDA Lecturer*



Educational assessment of a student by CDA College lecturers

Detection - Child referral process for evaluation

Evaluation by the Special Education and Education Committee

The assessment of the needs of each child deemed likely to have special needs is made by the District Special Education and Education Committee of each district.

Strategies - Teaching Methods – Facilitations

Students with movement disabilities

- Free access to all areas
- Ramps
- Lifts
- Special Toilets

Visually impaired students

- Allow the recording of lectures, the use of PCs to record notes,
- What is written in the table should also be spoken orally.

- Lesson material should be available in alternative formats (electronic format, larger print - font size)
- Allow students to sit in the front of the room.
- Alternative exam forms (in electronic format or in large print e.g. font size).
- Help visually impaired students find fellow students to help them.

Students with hearing problems

- Deaf: is one, whether hears or not, does not perceive speech with his hearing alone. He/she mainly uses the visual channel to perceive his interlocutors (reading, sign language, written language).
- Hard of Hearing: is one, whether wearing or not, has difficulty in perceiving speech with his or her hearing alone. However, most of the speech information perceives it from his or her hearing.
 - It is appropriate to sit at the front of the room so as to have as much visual and auditory contact as possible with you.
 - Write announcements and instructions in the table.
- Courses should be examined in writing. If interpreted verbally, the presence of an interpreter (knowledge of the sign language) is needed.

Students with medical problems, chronic diseases

- When the student is absent from the courses regularly, it would be useful to record notes from assistant students.
- Show understanding when a student is late in the lesson. A student with chronic illnesses, due to his health condition, has difficulty moving quickly to college due to disorientation, dizziness or lack of physical energy.
- Show understanding when a student is often absent from lessons.
- Make sure your course material is available electronically.
- Please extend the deadline for the delivery of the work.
- When a student needs to get up (eg to walk or change position during the lesson), allow it.

Students with developmental disorders - learning difficulties

- Keep the bibliography and course material available from the beginning of the academic semester. The same applies to any other material used in your course.
- Inform in advance of the material to be covered within the course and organize the curriculum in modules.
- Prior to viewing a video or a movie, highlight the most important points (spoken or written).

- Make your material well organized (eg include capital summaries, glossaries, indexes).

Students with speech difficulties

- At the beginning of the semester, discuss with the students about the ways of communication they are using. Also, consider how they can work best in your lesson (eg if they can answer a question that will be asked orally if they can to ask questions and comments during the lesson, or whether they can complete oral presentations, etc.). If not, find alternative ways to help them show off their skills (for example, to work out an extra job).
- The student with speech problems has difficulty communicating. In your attempt to contact such a person, if you do not understand something do not pretend otherwise. Just ask to repeat or spell the words you do not understand.
- Have patience and dedicate as long as you need to communicate effectively.

Students with Attention Deficit Disorder - Hyperactivity Disorder (ADHD)

- In conjunction with the oral presentation, use visual material. Link the concepts to each other using visual and verbal methods (eg conceptual charts, charts).
- Use well-organized material that includes capital summaries, glossaries, indexes.
- When you teach new concepts, divide the teaching into steps. First indicate what the subject and topic are, then review the previous lessons and summarize.
- Organize your material in modules/chapters/lectures.

Students with autism spectrum disorders

- The requirements of the course should be determined from the start in the semester. Provide written and oral instructions for assignments, important dates and delivery deadlines.
- Pre-notify any changes
- Do not emphasize details but help students with autistic features to understand the substance. Be straightforward and clear.
- Do not expect that students with autistic disorders will automatically follow your instructions. Try to give simple instructions and ask the students to repeat the instructions you give to check their understanding.

ANNEX 6

C.D.A. College Policy on Student Employment and Academic Balance

Purpose

This policy aims to support students in balancing employment responsibilities with full-time academic study, ensuring their academic performance is not compromised, and to promote partnerships with industry that benefit student learning and professional development.

Policy Statement

C.D.A. College recognizes that many students engage in part-time or full-time employment during their studies. While such experiences can contribute positively to personal and professional growth, excessive work hours may influence academic performance.

To support students effectively, the College adopts the following principles:

- **Recommended Work Limitations:**
Full-time students are advised not to exceed **20 hours of employment per week** during academic terms. Students working beyond this limit are strongly encouraged to consult with their academic advisor.
- **Integration with Industry:**
The College will actively maintain and develop **partnerships with industry** to offer:
 - o **Cooperative education opportunities** with defined learning outcomes.
 - o **Flexible work-study arrangements**, coordinated with employers to accommodate academic responsibilities.
- **Industry Covenants:**
Agreements with partner employers should:
 - o Define **maximum weekly working hours** during term time.
 - o Ensure that student duties support their **academic and professional development**.
 - o Promote **flexibility during exam periods** and peak academic workloads.
- **Student Responsibility:**
Students are expected to:
 - o Inform the College of any significant employment commitments.
 - o Seek academic guidance if their work hours begin to affect their performance.

- Participate in College-supported work-study programs where possible.
- **Academic Adjustments and Support:**
Where employment is unavoidable and excessive due to financial hardship or other compelling reasons, the College may offer:
 - **Flexible study plans** or part-time enrolment options.
 - Access to **financial aid counselling** or scholarships.
 - Academic support services (e.g. tutoring, extended deadlines where appropriate).

Monitoring and Review

This policy will be reviewed annually by the Academic Council, in consultation with the Student Affairs Office. Adjustments will be made based on student feedback, academic outcomes, and industry partner input.

