Doc. 300.1.2

Date: 11/04/2023

Higher Education Institution's Response

- **Higher Education Institution:**
  Cyprus College

- **Town:** Limassol

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

  In Greek:

  Διοίκηση Επιχειρήσεων, (2 Έτη Πλήρους Φοίτησης ή 4 Έτη Μερικής Φοίτησης), Δίπλωμα,120 ECTS

  In English:

  Business Administration, (2 Years Full-time or 4 years Part-time), Diploma, 120 ECTS

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
1.Review the content of the individual units on an annual basis to reflect the market needs, changes in the external environment and student demographics.	First, we would like to thank the EEC for its constructive recommendations regarding the re-accreditation of the Business Administration Diploma of Cyprus College Limassol. For the College's programs continuous improvement, an annual evaluation of the Framework takes place. Specifically, the Program evaluation Review (PER) works as a guide which connects the programs with the current industry and its members helps with suggestions to keep the programs up-to-date and tailored to meet students' needs. (See Annex #7)	Choose an item.
For example, the content of the Introduction to Psychology unit could be revisited to consider including more elements of organisational psychology aspects rather than more general developmental psychology topics.	The content of the Introduction to Psychology (HSS100) unit has been revised and changed. A new course "Psychology at Work (HSS100)" has replaced "Introduction to Psychology" and focuses on elements of organizational psychology aspects that helps students realize how to respond in different circumstances and solve problems that may arise in their work environment. Analytically, the updated course, course objectives and learning outcomes can be found attached in Annex 3. (See Annex #3)	Choose an item.
The content of the economics unit could be reviewed to supplement microeconomics principles with elements of macroeconomics. Perhaps a revised unit on Principles of Economics (rather than Principles of Microeconomics) could be introduced.	The content of the Principles of Microeconomics unit has been revised and changed. The course's title has also changed to reflect the content of the new Principles of Economics (ECL100) which has been specially designed to emphasize on fundamentals of Microeconomics and Macroeconomics without sacrificing minimum coverage diversity. More information regarding the updated course, course objectives and learning outcomes can be found attached in Annex 3. (See Annex #3)	Choose an item.
2.Reconsider the large number of programme learning outcomes so that fewer intended outcomes	The programme's Intended Learning Outcomes have been revised and categorized so that they can better reflect the Diploma curriculum. After EEC's recommendations, fewer intended outcomes support the programme's curriculum.	Choose an item.

can better reflect the Diploma curriculum.	(Revised intended Learning Outcomes attached in Annex 4) (See Annex #4)	

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2. Student – centred learning, teaching and assessment
(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
- Educational methodologies. The College uses educational methodologies that use some of the platforms that have been used in higher education. The teaching methods revolve around conventional approaches (lectures and workshops) with more active methods (Collaborative learning). However, an important effort must be made to incorporate more innovative learning methodologies. In this sense, we propose to introduce educational methodologies that would be very interesting for the studies we are evaluating. Many of them are based on gamification, such as the flipped classroom or the puzzle method. However, we would also like to make a suggestion that would strengthen the relationship with industry.

The College has established a "makerspace" that ensures the link with industry and the practical training of students. We suggest that, taking advantage of this initiative, they can talk to industry about the problems they are currently facing and analyze them in the classroom. This would bring a lot of added value to the students but also to the industry as discussion sessions could be created between students and industry. | We would like to thank EEC for the constructive suggestions and the positive comments about the Business Administration program and the Cyprus College Limassol in general.

Given that, we are coming to continue growing and exploiting the opportunity to offer a better learning experience to our students, helping them to become competitive candidates in the future.

According to this, the integration of Makerspace into the Business Curriculum is a great opportunity for differentiation. With the use of advanced technology tools, students have the opportunity to experience an enhanced teaching and learning process. There will be an integration of making and makerspace, in the form of Collaborative, Problem-Based and Project-Based learning in various courses, which is in line with our strategic plan to promote Student Centered Learning.
More specifically, the courses of "Advertising and Sales Promotion (MRL 105)" and "Professional Selling (MRL 205)" will be conducted with a new educational method which will focus on constructionism- situated learning. More information regarding the Student-Centered Projects, the procedures that will be followed during the semesters, the learning outcomes, and the ways that these projects will be implemented, is attached in ANNEX 5. (See Annex #5)

Also, this educational methodology will increase students' interest and help them through practical training to create and maintain a strong link with the industry. Moreover, by connecting the students with the industry, they will have the opportunity to deal with new challenges and try to find better solutions for problems with the use of their creativity and team spirit.

In addition, the Research Committee agreed on the 3rd of February the promotion and investment in research that will be based on Experiential Learning. Main purpose of this decision is the enhancement of the Teaching and Learning process due to the methods that will be applied through this technique. As decided by the Research Committee, pre-assessment and post-assessment tools will | Choose an item. |

	play a key role in the effectiveness' measurements of the Experiential Learning Methodologies. Cyprus College has as a goal of the application of these methodologies to spread the knowledge to the public, by providing its findings to academic journals, while also enhancing the teaching experience for the academics and learning experience for the students. (See Annex #1)	

-Social networks and lifelong learning. We propose to implement measures to encourage greater student participation in the College's social networks. This allows for greater interaction between students, teachers and administrative staff and creates the basis for these relationships to continue beyond the end of their studies. In this way, it facilitates efficient and appropriate lifelong learning.	The Administrative Committee in consultation with the Marketing Department proposed the implementation of several measures that would assist with the students' engagement into the College's social networks. Analytically, they agreed to proceed with the following actions:
	   a. Schedule Seminars, Workshops and supporting lectures, regarding industry's needs, ways to increase students' probability to be a successful candidate, how to create and edit the context of a CV to meet the qualifications asked in a specific job, etc.
	   b. Create several events and competitions in campus where students will have the opportunity to interact, socialize and exchange opinions in a more exciting way.
	   c. Increase the use of the College's social media account, promote several events in which students would be interested in, like events that will take place in Campus and in Limassol in general. Increase the use of hashtags for International Days, events and competitions in order to increase College's exposure online.
	   d. Create several polls online where students will have the opportunity to vote for an upcoming event or guess an answer in a quiz regarding current topics.
	   e. Promote interviews with successful graduates of each program and invite special guests to speak with the students about industry's needs and job positions.
	(See Annex #2)
		Choose an item.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The teaching staff consists of one full time person and 22 part time ones. The college may be better off if it proceeds with more full-time instructors to improve its academic profile and secure thus greater engagement from its teaching associates. Also, the college will benefit from research focused on the subject taught rather than publications in unrelated areas.	After the constructive suggestions of the EEC, the Administrative Committee in consultation with the Human Resources Department, agreed to proceed with the recruitment of additional full-time academic(s) staff. We agreed that FT academic staff will plays a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favor to the enhancement of the Business Administration program and the growth of the Cyprus College in general. Our HR Department has already initiated the recruitment procedures. The recruitment procedure is expected to be completed before the commence of the new academic year (2023-2024). The contracts for supplementary full-time academic staff will be activated, commencing with the start of the 2023-2024 academic year. (See Annex #2) Recognizing the inherent time-consuming nature of the recruitment process (in consultation with CYQAA,) to keep you informed and confident in our progress, we will promptly share an initial response containing tangible evidence of our ongoing efforts. Rest assured, upon the successful completion of the process, we will follow up with comprehensive documentation. Furthermore, please find attached in Annex 6, the announcements that were made by the organization, regarding the job openings for full-time academic personnel. (See Annex #6)	Choose an item.
One other recommendation relates to the curriculum of the diploma in business administration. Some courses could be more compatible with the programme and should be included, while others could be left out without any impact on learning outcomes.	After the constructive suggestions of the EEC, the curriculum of the diploma in Business Administration has been reviewed. More information regarding the changes to these courses can be found in Annex 3. (See Annex #3)	Choose an item.

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The Psychology course for example would be better if it were a course in Organizational Psychology or in Organizational Behavior.	As described in Part 1: Study programme and study programme's design and development *(ESG 1.1, 1.2, 1.7, 1.8, 1.9),* the course "Introduction to Psychology" has been replaced with "Psychology at Work (HSS100)". (See Annex #3)	Choose an item.
Additionally, the course in Microeconomics could become: principles of economics and include Macroeconomics as well.	As described in Part 1: Study programme and study programme's design and development *(ESG 1.1, 1.2, 1.7, 1.8, 1.9),* the course "Principles of Microeconomics" has become "Principles of Economics (ECL100)". (See Annex #3)	Choose an item.
Similarly, the Financial Accounting course could include elements of managerial accounting to provide a fuller idea of accounting to the students. All these proposed changes will improve the programme and make it more comprehensive as a diploma in business administration.	Taking into account the external evaluation committee's comments, the following enhancements to the "Financial Accounting" course content are proposed to include elements of managerial accounting and provide a more comprehensive understanding for students. The course's name has changed to "Introduction to Managerial Accounting ACL100)" to reflect better the enhanced content of the new course. More information regarding the changes that were made can be found in Annex 3. (See Annex #3)	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Cyprus college is in a good position to enrich its programme with offering the Diploma in Business Administration in English, since they already possess the knowledge of running it in Greek. The increasing interest from international students to study abroad and especially in Cyprus could offer the opportunity for the Cyprus college to expand and grow.	In consultation with the Marketing and Program Committee aiming to enhance Business Administration program branding that will lead to increasing number of students and provide an international growth, we agreed to set the following action plan: 1. Promote the Business Administration Diploma in the Greek market. 2. Conduct a feasibility study whether be feasible to introduce English language in the future which will lead to increasing number of students from EU. 3. Promote further the Business Administration program in Social Networks and Social Media. (See Annex #2)	Choose an item.
The college at the time is rather inactive in the Erasmus programme. In its effort to become more international and draw more students from abroad. Cyprus College will benefit from signing bilateral agreements with institutions from other countries, so that mobility of students and teaching staff is attained.	The Cyprus College Limassol has become an active member of the "Learning Detours" consortium. Under the auspices of the Erasmus Program several actions have been taken to influence students' mobility and promote College's internationalization. After the approval of the "Learning Detours" consortium, 15 students from Cyprus College Limassol, have been selected to participate in the following seminar: Crete, Heraklion 23/04/2023-07/05/2023 Subject: "SoGreen" Training and Education Seminars: • Critical Thinking improvement • Business plan Creation • Project Creation • Skills Development • Confidence • Guided tour of the Island • References about Crete's history • Environmental actions Moreover, Cyprus College Limassol has submitted application to the KA122-VET program (see the attachment: KA122-VET-FFE58274)	Choose an item.

	The Erasmus+ quality standards have essentially been adapted, such as: - Giving the opportunity to students who are less likely to gain the Erasmus+ experience: for example: students with disabilities, health problems, learning issues, social adaption, financial difficulties etc. - Adhering to the «Digital Education Action Plan» strategy. Students can advance their digital skills on the study of their field. for example: Business Administration students will be assigned duties in a recognized company (in Europe, e.g. Startup Greece) which has digital Transformation experience on the field of Business Analyst, Human Resources, etc. - Encouraging participants to be environmentally friendly, by undertaking several activities related to environmental awareness, e.g. recycling. - Motivating students for active participation in society and civilian life. For example: informational events, relevant seminars, museum visits, sightseeing tours and entertainment will take place.	
The college may achieve greater results if it manages to increase the number of students who are opting to continue their studies and earn a bachelor's degree. The current percentage of students doing that is 15-20%.	The Administrative Committee in consultation with the Office of Admission and Marketing Department agreed to set an action plan that will lead to an increased number of students who would like to invest in further knowledge and continue their studies with a Business Administration degree. The action plan includes the following steps: 1. Introduce specific seminars regarding the benefits of further studies in Business Administration. 2. Conduct visits from Human Resources experts and recruitment agencies as part of the College Career Week. These experts will give significant guidance and important advice to the students, regarding the growth of the industry and its current needs. (See Annex #2)	Choose an item.
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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The management team of the College shall take into consideration the following actions: a) Provide an increased budget so that the college is staffed with permanent academic staff – the current ratio of full-time vs part-time is low.	As described in part 3: Teaching staff *(ESG 1.5),* our Human Resources Department in consultation with the Administrative Committee agreed to continue with the hiring of additional full-time academic staff. Given that this is a time-consuming process, additional documentation will be sent as soon as we receive our response from the relevant department. (See Annex #2)	
b) Provide further support for research and scholarly activity to promote the good name of the College can be through publications.	The Research Committee agreed on the 3rd of February the promotion and investment on research that will be based on Experiential Learning. Main purpose of this decision is the enhancement of the Teaching and Learning process due to the methods that will be applied through this technique. As decided by the Research Committee, pre-assessment and post-assessment tools will play a key role in the effectiveness' measurements of the Experiential Learning Methodologies. Cyprus College has as a goal of the application of these methodologies to spread the knowledge to the public, by publishing its findings to academic journals, while also enhancing the teaching experience for the academics and learning experience for the students. In addition, an open-access publication budget has already been agreed. (See Annex #1)	Choose an item.
c) Continue to devote resources for technology upgrade to be able to keep up with the competition.	Having invested in the creation of Makerspace, Cyprus College Limassol has decided to take full advantage of its potential and add some new technology equipment in the facility.	Choose an item.
d) Continuous upgrading of the website (internal material/activities) and creating a strategic promotion plan through advertising campaigns to ensure the sustainability of the programme.	In consultation with Marketing Department, the organization decided to set a specific promotion plan that will assess the growth and sustainability of the programme, as described above at Part 4: Student admission, progression, recognition, and certification. (ESG 1.4). (See Annex #2)	Choose an item.

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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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
The EEC felt that the programme team could consider the following recommendations to ensure the competitiveness and viability of the programme: 1. Review the content of individual units (e.g., Psychology, Economics) to better target market demands and respond to changing student demographics.	We would like to thank EEC for the constructive suggestions and the positive comments about the Business Administration program and the Cyprus College Limassol in general. Further investigation of the program and extended meetings with the relevant Departments, Committees, representatives and third parties of the industry, assisted to the creation and implementation of an action plan that will improve the College various areas. As described in Part 1: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9), the content of Psychology, Economics and Accounting has been reviewed and updated to better respond to the students' and market's current needs.	Choose an item.
2. Revise programme learning outcomes to better reflect the curriculum.	As described in Part 1: Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9), the intended learning outcomes have been thoroughly researched and changed to better reflect the curriculum.	Choose an item.
3. Invest in recruiting Full-time academic staff.	As described in part 3: Teaching staff (ESG 1.5), the Cyprus College Limassol is expecting the successful completion of the recruitment process before the commence of new Academic year.	Choose an item.
4. Develop the Erasmus programme further.	As described in part 4: Student admission, progression, recognition and certification (ESG 1.4), we are proud to announce that several actions regarding the Erasmus program have already applied.	Choose an item.
5. Consider adopting innovative educational methodologies to enhance the student learning experience.	As described in Part 2: Student – centred learning, teaching and assessment (ESG 1.3), several actions have been introduced and applied regarding innovative educational technologies that will enhance the student learning experience.	Choose an item.
6. Encourage student participation in the College Social networks and promote graduate and alumni activities.	As described in Part 2: Student – centered learning, teaching and assessment (ESG 1.3), an action plan has been created to influence students' participation in the College Social networks and promote graduate and alumni activities.	

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
George Pallaris	Campus Director	
Panikos Kanakis	Program Coordinator	
Kyriacos Pallaris	Administrative Staff Representative	
Maria Menelaou	Member of the Quality Assurance Committee	

Date: 11/04/2023

List of ANNEXES

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ANNEX 4: REVISED INTENDED LEARNING OUTCOMES

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ANNEX 6: JOB OPENINGS

ANNEX 7: PROGRAM EVALUATION REVIEW (PER)

ANNEX 1: RESEARCH COMMITTEE MINUTES 3ʳᵈ FEBRUARY 2023

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

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Cyprus College

Limassol Campus

MINUTES
Research Committee
Minutes taken on 03 February 2023

Decision Number: 2023/01

Participant:
Dr. Marios Theofilou
Kyriakos Pallaris
George Pallaris
Maria Panagiotou
Panikos Kanakis
Korina Theodorou

The meeting started at 12:00- Ended 14:00

Regarding the suggestions of the External Evaluation Committee (EEC) that made for the Business Administration Diploma, the Research Committee continued with the following actions:

MATTERS ARISING:

The Research Committee members reviewed and discussed about:

1. The improvement of teaching and learning processes.
2. The promotion of interactive learning.
3. The relationship between students and industry.
4. The need of creating an environment that promotes research.
5. The importance of supporting academic staff to make research and proceed with publications.

DECISIONS OF THE RESEARCH COMMITTEE:

The Research Committee members approved the following:

1. Introduce Experiential Learning as new research method that would help academics improve their teaching methods, help students with the learning

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processes and simultaneously provide data which academics could use to proceed with their research and then continue with a publication.

2. Support every academic who wishes to start new research, by reducing the teaching hours until the completion of this research.

3. Promote the use of pre-assessment and post-assessment tools to measure the effectiveness of Experiential Learning Methodologies.

4. Enhance student-centred methodologies in teaching and learning by integrating Makerspace into Business Curriculum, to help students develop practical skills and prepare them to find solutions to problems that could arise in the industry.
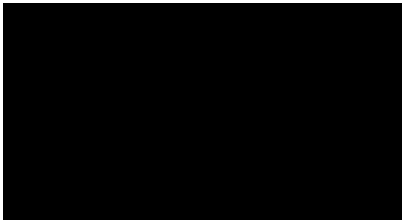
ANNEX 2: ADMINISTRATIVE COMMITTEE MINUTES 3rd FEBRUARY 2023

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Cyprus College

Limassol Campus

MINUTES
Administrative Committee
Minutes taken on 03 February 2023

Decision Number: 2023/01 A

Participant:
George Pallaris
Panikos Kanakis
Kyriakos Pallaris
Alexandros Liasides
Katerina Nikolaou
Korina Theodorou

The meeting started at 14:30- Ended 16:30

Regarding the suggestions of the External Evaluation Committee (EEC) that made for the Business Administration Diploma, the Administrative Committee continued with the following actions:

MATTERS ARISING:

The Administrative Committee members reviewed and discussed about:

1. The level of students' engagement with College's Social Networks.
2. The need of hiring full-time academic staff.
3. The importance of investing in research.
4. The implementation of new courses in English language.
5. The opportunity to promote the programs of Business Administration Diploma and Business Administration Degree to prospects from abroad.
6. The promotion the program "bachelor's in business administration" to the current students of the "Business Administration Diploma" program.
7. Extending the rental period of the College's building.

ΔΙΠΑΕ
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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DECISIONS OF THE ADMINISTRATIVE COMMITTEE:

The Administrative Committee members approved the following:

1. Improve the relationships between students and College's social networks. (Seminars, workshops and supporting lectures that would prepare and connect the students with the current market's needs)

2. Create a friendly environment for the students in terms of interaction and socialization by organizing educational and entertaining events. (Events and competitions that would ask for students' active participation and critical thinking)

3. Schedule some interviews with successful graduates that are currently thriving in the business industry.

4. Create content on social media to inform about College's events, make announcements and enhance engagement by promoting interactive content. (Inform about International and national days, Career Week, promote events in the area, educate about health and safety, create polls online to make research and surveys more interesting, use hashtags to promote important content, etc.)

5. Continue with the hiring of full-time academic personnel.

6. Support and influence new and current academics to proceed with new teaching methodologies in their lectures and make research that could be published in academic journals. (Experiential Learning will be used as a guidance)

7. Make research about whether the implementation of a new program in English language is feasible.

8. Make research regarding the offering of new courses in English.

9. Implement a strategic plan to attract students from Greece.

10. As part of the College's Career Week, visits from Human Resources experts and recruitment agencies will take place and provide advice to the students regarding the needs of the industry.

11. Negotiate with the owner of the building and proceed with a 5-years-period rental agreement.

ANNEX 3: NEW COURSES SYLLABI

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Analytically theCourse title	Principles of Economics				
Course code	ECL100				
Course type	Compulsory				
Level	Diploma (1st Cycle)				
Year / Semester	1/2				
Teacher's name					
ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week	
Course purpose and objectives	This course has been designed with the aim of preserving and enhancing knowledge in the field of Economics, specifically as it applies to the economic issues of the day. Economics affects all of our lives as consumers, workers, citizens, and inhabitants of the Earth. The course is specifically designed to address the most pressing issues we face, whether as students of business administration or students of the natural sciences. The purpose of the course is to cover both the most fundamental and contemporary issues of microeconomics and macroeconomics, without sacrificing minimum coverage diversity.				
Learning outcomes	It is expected that upon completion of the course, students will be able to: • Explain and apply the basic principles and concepts of microeconomics and macroeconomics theory. • Explain and apply microeconomic theory and its concepts, produce demand, and supply schedules, and analyze changes in market prices. • Explain perfect and imperfect competition theories, evaluate the case for a free market economy, and analyze the reasons and consequences of market failure. • Describe the measurement and use of national income and demonstrate how monetary and fiscal policies can affect national income and employment. • Explain how labor market flexibility and expectations can affect the development of an economy during times of supply and demand crises. • Explain and present the determination of macroeconomic equilibrium in the context of stable prices and evaluate the purpose and effectiveness of				

	macroeconomic policy. • Review theoretical interpretations of total consumption and determine investment expenses, as well as the interaction between inflation and unemployment.		
Prerequisites	NONE	**Required**	NONE
Course content	Introduction: What economists' study, various economic systems, the nature of "economic" reasoning. Supply and demand: demand, supply, price and yield determination, elasticity. Government intervention in markets, price controls, indirect taxes, agriculture, and rural policy. Historical supply, historical cost, short-term and long-term production theory, short-term and long-term expenses, revenues. Profit maximization, alternative markets, perfect competition, monopoly, oligopoly, monopolistic competition. Alternative theories of the firm, problems with traditional theory, alternative profit maximization theories. Applied microeconomics, traffic congestion and urban transportation policies, policies for monopoly and oligopoly, privatization and regulations. Macroeconomic issues, the scope of macroeconomics, economic growth, unemployment, inflation, balance of payments, exchange rates, measurement of national income and output. Fiscal policy, the nature of fiscal policy, effectiveness of fiscal policy. Money and interest rates, the role of money in the economy, money supply, money demand. Monetary policy, the nature of monetary policy, different types and problems of monetary policy. International trade, advantages of trade, arguments for limiting trade, the European Union. Balance of payments, exchange rates, the European Monetary Union. Economic problems of developing countries, the problem of underdevelopment, structural problems in developing countries, debt problem. The recent developments and contemporary issues related to the subject matter of the course are analyzed.		
Teaching methodology	Face-to-face		
Bibliography	Begg, D., etc. 2020. Economics, 12th ed. McGraw-Hill: New York.		

	McConnell, C., Stanley, B., & Flynn, S., 2021. Economics, 22nd ed. McGraw-Hill: New York Mankiw, N. Gregory (2001) *Αρχές της Οικονομικής* - Τόμος Α' Mankiw, N. Gregory (2002) *Αρχές της Οικονομικής* - Τόμος Β
Assessment	Mid Term Exam: 30% Final Exam: 40% Assignments: 20% Participation: 10%
Language	Greek

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Course title	Psychology at Work
Course code	HSS100
Course type	Compulsory
Level	Diploma (1st cycle)
Year / Semester	1/1
Teacher's name	

ECTS	6 ECTS	**Lectures / week**	3 periods 50'/ Per week	**Laboratories / week**	

Course purpose and objectives	In this course, historical, theoretical, and research approaches to psychology are studied, which will form the basis for familiarizing students with the main applications of psychology in the workplace. Topics include personnel selection, training, and evaluation, work motivation, occupational health and well-being, as well as issues that affect the functioning of organizations and the effectiveness of management.
Learning outcomes	After the successful completion of this course, students will be able to: • Describe the basic principles of psychology and connect them with their corresponding applications in the workplace. • Analyze the theories of work/organizational psychology and their implications on productivity and job satisfaction. • Understand the problems and difficulties that employees and customers face in various work environments. • Recognize the role of individual differences and personality in the work environment. • Describe methods of prevention and intervention in issues of problematic communication and conflicts within the workplace. • Explain how individual and group behavior in an organizational environment is influenced by culture, perceptions, and emotions

Prerequisites	NONE	**Required**	

Course content	The topics covered may include: • History of Psychology • Personality Theories

	• Motivation: Needs and processes, work motivation approaches, job design, performance evaluation, goal setting. • Group Behavior: Team creation, team dynamics, formal and informal groups, conflict, conformity and non-conformity, the effect of group size, reference groups. • Leadership: Types and processes of leadership, positive leadership principles, leadership communication. • The role of human resources in organizational function • Recruitment: Examination, evaluation, and selection • Job satisfaction • The effect of culture and society on work • Minority groups • Management of work stress, professional burnout, and workplace violence • Health and well-being at work		
Teaching methodology	Class Instruction	42 Hours	
	Consultation	14 Hours	
Bibliography	Βακόλα, Μ., & Νικολάου, Ι. (2011). Οργανωσιακή ψυχολογία και συμπεριφορά. Αθήνα: Rosili. Γαλανάκης, Μ. (2012). Εργασιακή ψυχολογία. Αθήνα: Εκδόσεις Σταμούλη. Βοσνιάδου, Σ. (2011). Εισαγωγή στη Ψυχολογία-(Επίτομο). Αθήνα: Gutenberg.		
Assessment	Mid Term Exam: 30% Final Exam: 40% Assignments: 20% Participation: 10%		
Language	Greek		

Course title	Introduction to Managerial Accounting
Course code	ACL100
Course type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1/2
Teacher's name	

ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week
Course purpose and objectives	The purpose of this course is to provide students with an introduction to managerial accounting concepts, tools, and techniques used in decision-making, planning, controlling, and evaluating business operations. The course aims to develop the students' skills in analyzing financial information and making informed decisions for the organization. The objectives of the course are to: • Understand the role of managerial accounting in business decision-making. • Understand the basic concepts of cost before and cost-volume-profit analysis. • Develop skills in preparing and interpreting financial statements. • Understand budgeting and variance analysis. • Understand product costing and pricing decisions. • Understand the basics of performance measurement and management.			
Learning outcomes	Upon completion of the course, students should be able to: 1. Explain the role of managerial accounting in business decision-making. 2. Analyze cost behavior and apply cost-volume-profit analysis techniques. 3. Prepare and interpret financial statements. 4. Prepare budgets and perform variance analysis. 5. Apply product costing and pricing decisions. 6. Analyze and interpret performance measures.			
Prerequisites	NONE		Required	NONE
Course content	Week 1: Introduction to Managerial Accounting • Definition of managerial accounting			

- Differences between financial accounting and managerial accounting
- Role of managerial accounting in business decision-making

Week 2: Cost Concepts and Behavior
- Types of costs (fixed, variable, mixed, and step costs)
- Cost behavior patterns
- Cost-volume-profit analysis

Week 3: Job Costing and Process Costing
- Job costing systems
- Process costing systems
- Cost allocation methods

Week 4: Budgeting and Variance Analysis
- Budgeting process
- Types of budgets (operating, financial, cash)
- Variance analysis techniques

Week 5: Standard Costing and Variance Analysis
- Standard costing systems
- Direct material, direct labor, and overhead variances
- Interpretation of variances

Week 6: Product Costing and Pricing Decisions
- Product costing methods (job costing, process costing, activity-based costing)
- Pricing decisions
- Target costing

Week 7: Decision-Making Tools
- Relevant costs and benefits
- Make or buy decisions
- Special order decisions

Week 8: Performance Measurement and Management
- The balanced scorecard
- Cost of quality
- Cost-volume-profit analysis and strategy

Week 9: Capital Investment Decisions
- Time value of money
- Net present value
- Internal rate of return

Week 10: Financial Statement Analysis
- Ratio analysis
- Trend analysis
- Common-size analysis

	Week 11: Cost Management • Activity-based management • Cost reduction and cost control • Cost management and strategy **Week 12: Ethics and Corporate Social Responsibility** • Ethical issues in managerial accounting • Corporate social responsibility • Sustainability reporting
Teaching methodology	Face to Face
Bibliography	Garrison, R. H., Noreen, E. W., & Brewer, P. C. (2014). Διοικητική Λογιστική (Ελληνική Εκδοση) - Managerial accounting (15th ed.). McGraw-Hill Education. Hilton, R. W., Maher, M. W., & Selto, F. H. (2019). Cost management: Strategies for business decisions (5th ed.). McGraw-Hill Education. Σχετική Διδακτική ύλη από διάφορους οργανισμούς: ACCA http://www.accaglobal.com/students/acca/exams/f3/ BPP http://www.bpp.com/acca/papers/f3/ Kaplan http://financial.kaplan.co.uk/TrainingandQuals/Accountancy/ACCA/Pages/default.aspx
Assessment	Midterm exam: 30% Final exam: 40% Assignments: 20% Class Participation and attendance: 10%
Language	Greek

ANNEX 4: REVISED INTENDED LEARNING OUTCOMES

2. Intended learning outcomes in accordance with the European qualification's framework

1. Communication and Collaboration: Communicate effectively in various business settings and work collaboratively in teams to achieve organizational goals.

2. Critical Thinking and Problem-Solving: Analyze and evaluate economic, social, political, legal, ethical factors and trends, and apply traditional and electronic problem-solving techniques to make informed business decisions.

3. Strategic Thinking: Evaluate and apply relevant concepts, theories, techniques, and strategies from science to the business environment and adapt analytical methods to meet different sector requirements.

4. Business Acumen: Understand the various functions of a business and their contribution to value creation, analyze competitors, and formulate strategies for building competitive advantage.

5. Innovation and Change Management: Develop and implement innovation and change programs through collaborative work in multidisciplinary teams.

6. Holistic Perspective: Demonstrate a holistic perspective by analyzing and evaluating internal and external factors that impact business operations and integrating diverse business concepts to make informed decisions.

2. Προσδοκώμενα μαθησιακά αποτελέσματα σύμφωνα με το Ευρωπαϊκό πλαίσιο προσόντων

1. Επικοινωνία και Συνεργασία: Επικοινωνία με αποτελεσματικό τρόπο σε διάφορες επιχειρησιακές καταστάσεις και συνεργασία με την ομάδα για την επίτευξη των στόχων του οργανισμού.

2. Κριτική Σκέψη και Λήψη Αποφάσεων: Ανάλυση και αξιολόγηση οικονομικών, κοινωνικών, πολιτικών, νομικών, και ηθικών παραγόντων και τάσεων, και εφαρμογή παραδοσιακών και ηλεκτρονικών τεχνικών λήψης αποφάσεων για ενημερωμένες επιχειρησιακές αποφάσεις.

3. Στρατηγική Σκέψη: Αξιολόγηση και εφαρμογή σχετικών έννοιων, θεωριών, τεχνικών και στρατηγικών από την επιστήμη στο επιχειρηματικό περιβάλλον και προσαρμογή αναλυτικών μεθόδων για να ανταποκριθούν στις απαιτήσεις διαφορετικών τομέων της οικονομίας.

4. Επιχειρηματική Κατανόηση: Κατανόηση των διαφόρων λειτουργιών μιας επιχείρησης και της συμβολής τους στη δημιουργία αξίας, ανάλυση ανταγωνιστών και διατύπωση στρατηγικών για τη δημιουργία ανταγωνιστικού πλεονεκτήματος.

5. Καινοτομία και Διαχείριση Αλλαγής: Ανάπτυξη και υλοποίηση προγραμμάτων καινοτομίας και αλλαγής μέσω συνεργατικής εργασίας σε πολυτμηματικές ομάδες.

6. Ολιστική Προοπτική: Απόκτηση ολιστικής προοπτικής μέσω ανάλυσης και αξιολόγησης εσωτερικών και εξωτερικών παραγόντων που επηρεάζουν τη

ANNEX 5: STUDENT CENTERED TEACHING AND LEARNING

Course title	Advertising and Sales Promotion				
Course code	MRL105				
Course type	Major Requirement				
Level	Bachelor (1st Cycle)				
Year / Semester	1/2				
Teacher's name					
ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week	
Course purpose and objectives	The aim of this course is to achieve an understanding of the total contribution made to the marketing function by all the activities which, taken together, make up advertising and sales promotion and to learn about the nature and characteristics of each of these activities.				
Learning outcomes	Upon successful completion of this course students should be able to: • Explain the fundamentals of professional marketing / advertising / promotional practices using real life examples and theory • List the essential tools of advertising / marketing • Describe the relevant environments that affect advertising / marketing using theoretical and practical bases • Explain promotional and advertising alternatives through a systemic approach.				
Prerequisites	MRL100		Required	NONE	
Course content	Nature of advertising: definition of advertising; advertising's role in marketing; classifications of advertising; the evolution of modern advertising. The economic, social and legal aspects of advertising: the social criticisms of advertising; advertising and materialism; advertising and manipulation; advertising's effect on stereotypes; advertising and deception; defense of advertising; regulation of advertising. The advertisers: tasks of advertising departments; from local to international clients. Advertising and the marketing mix: advertising and the product element; advertising and the price element; advertising and the place element; advertising and the promotion element. Consumer behavior and advertising: personal influences on consumer				

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	behavior; environmental influences on consumer behavior; other influences on behavior.
	Marketing and advertising research: applying research to marketing and advertising strategy; testing and evaluation of advertising.
	Advertising on the internet; history; common practices; costing techniques.
	Promotional Items; The importance of promotional items in marketing campaigns, including their role in brand awareness, customer engagement, and loyalty. How to select appropriate promotional items that align with the target audience and company objectives. Emphasis will be placed on creativity, innovation, and practicality to maximize the effectiveness of promotional materials in achieving marketing goals.
	Outdoor advertising; evolution; methods; technology; price setting techniques.
	Media planning and selection: defining media objectives; developing a media strategy.
	Print media: advantages of newspapers; drawbacks to newspapers; advantages of magazines; drawbacks to magazines.
	Electronic media: advantages of television; drawbacks of television; advantages of radio; drawbacks to radio; buying time on electronic media.
Teaching methodology	Face to face
Bibliography	Belch, G. E., 2021 Advertising and Promotion: An Integrated Marketing Communication Perspective. McGraw-Hill: New York.
	Kotler, P. & Armstrong, G., 2021. Principles Of Marketing, 18th ed. Pearson: United Kingdom.
	Ζώτος, Γ.,2018. Διαφήμιση: Σχεδιασμός, ανάπτυξη, αποτελεσματικότητα, 6η εκδ. University Studio Press: θεσσαλονίκη.
	Belch, G., Belch, M., 2022. Διαφήμιση και Προώθηση: Ολοκληρωμένη Επικοινωνία Μάρκετινγκ. Τζιόλα: θεσσαλονίκη
	McDonald, M., & Wilson, H., 2016. Marketing Plans: How to prepare them, how to profit from them, 8th Ed. United States: John Wiley & Sons, Inc.

	Peter, P. J., Donnelly, J., 2019. A Preface to Marketing Management, 15th ed. McGraw-Hill: New York
Assessment	Mid Term Exam: 25% Final Exam: 35% Project-Based Assignment: 30% Participation: 10%
Language	Greek

Course title: Advertising and Sales Promotion

Course code: MRL105

Student Centered Project

Project Title: Making Promotional Items
Learning Theories : Constructionism – Situated Learning
Student-centered pedagogy: Project-Based Learning, Collaborative Learning, Making

Project Aim : This project aims to help students apply the marketing, advertising, and promotional concepts learned in this course by designing and creating promotional items using the resources available in our college makerspace.

Objective: Investigate the tools available in the College makerspace and create promotional items that can be used for marketing and sales promotion purposes, for a specific product or products. Prepare a presentation to showcase the final promotional items.

Step-by-Step Guidance:

For Students:

1. Familiarize yourself with the makerspace: Visit the college makerspace and explore the available tools, resources, and materials. Take note of any tools that could be relevant for creating promotional items.

2. Form a team: Assemble a group of 3-4 students to work together on the project. Divide responsibilities and roles according to each member's skills and interests.

3. Brainstorm ideas: Gather your team and discuss potential promotional items that can be created using the makerspace tools. Consider items that would be appealing and effective in promoting a brand or product.

4. Research: Conduct research on the chosen promotional items to gain a deeper understanding of their design and creation process. Look for real-life examples, theories, and best practices to support your project.

5. Develop a project plan: Create a detailed project plan outlining the steps, timeline, and resources needed for the project. Include the chosen promotional items and how the makerspace tools will be used to create them.

6. Create your promotional items: Using the makerspace tools, create the promotional items for your project.

7. Prepare a presentation: Develop a presentation that explains the project, its goals, the process, and the final promotional items. Include information on the makerspace tools used and their relevance to creating promotional items.

8. Present your project: Present your project to the class and faculty during the final presentation session.

For Faculty:

1. Introduce the project: Explain the project objectives and guidelines to the students. Ensure they understand the purpose of the project and its relevance to the course syllabus.

2. Monitor progress: Regularly check in with student teams to ensure they are on track and provide guidance when needed.

3. Provide resources: Offer resources, such as research materials or expert advice, to assist students in their project development.

4. Assess the project: Evaluate each team's project based on the following criteria: a. Creativity and originality in using makerspace tools for creating promotional items b. Quality and relevance of the promotional items to marketing and sales promotion c. Effectiveness of the presentation in communicating the project's objectives, process, and outcomes d. Teamwork and collaboration throughout the project development

5. Provide feedback: Offer constructive feedback to each team on their project, highlighting strengths and areas for improvement. Encourage students to reflect on their learning experience and the knowledge gained throughout the project.

Project Introduction Script

The instructor can introduce the project by providing a brief overview, explaining the project objectives and guidelines, and highlighting its relevance to the course syllabus. Here's an example of what the instructor can say:

"Dear students, today we are introducing a project titled 'Creating Promotional Items using Makerspace Tools.' This project aims to help you apply the marketing, advertising, and promotional concepts learned in this course by designing and creating promotional items using the resources available in our college makerspace.

The objectives of this project are:

1. To investigate and understand the tools and resources available in the college makerspace.

2. To design and create promotional items using the makerspace tools that can be used for marketing and sales promotion purposes.

3. To develop teamwork, collaboration, and problem-solving skills while working on a real-life project.

4. To present your project, showcasing the promotional items and their relevance to marketing and sales promotion.

You will be working in teams of 3-4 students, and you'll be responsible for researching, designing, creating, and presenting your promotional items. Throughout the project, you'll be assessed on your group's performance as well as your individual contributions, creativity, communication, and collaboration. We will use the provided rubrics to evaluate your work.

This project is an excellent opportunity for you to apply the theoretical concepts learned in class to a practical application, enhancing your understanding of marketing and sales promotion. By utilizing the makerspace tools, you'll be able to explore innovative ways to create promotional items and demonstrate your marketing skills. At the end of this project, you should be able to explain the fundamentals of professional marketing, advertising, and promotional practices, and describe the relevant environments that affect them.

Now, let's form your teams and start exploring the makerspace together. If you have any questions or need guidance, please feel free to reach out. Good luck and have fun!"

Duration: 6 Weeks
Weight: 30%

Detailed Instructions for Instructor Assessment using Group and Individual Rubrics

Step 1: Introduce the rubrics Before beginning the project, share both the group and individual assessment rubrics with the students. Explain the criteria and expectations for each component, ensuring they understand how their performance will be assessed.

Step 2: Observe and take notes During the project development, observe the student teams and take notes on their progress, collaboration, communication, and problem-solving. Pay attention to each student's individual contributions and efforts within their team.

Step 3: Assess the final project(s)/artifact(s) and presentation Evaluate the final project and presentation using the group assessment rubric. Consider the quality and creativity of the promotional items, the effectiveness of the presentation, and the overall teamwork and collaboration displayed by the group. Assign a score for each criterion and calculate the total score.

Step 4: Assess individual performance After the presentation, assess each student's individual performance using the individual assessment rubric. Refer to the notes taken during the project development process to evaluate each student's contribution, problem-solving and creativity, communication and collaboration, and reflection and learning. Assign a score for each criterion and calculate the total score for each student.

Step 5: Provide feedback Provide written or verbal feedback to each team and individual student based on their performance. Highlight the strengths and areas for improvement, offering suggestions for growth and development. Encourage students to reflect on their learning experiences and the feedback provided.

Step 6: Assign grades Assign a group grade based on the total score achieved on the group assessment rubric using the grading scale provided. Assign individual grades based on the total score achieved on the individual assessment rubric using the grading scale provided. Consider both group and individual performance when determining each student's final grade for the project.

Step 7: Encourage peer feedback In addition to your assessment, encourage students to provide constructive peer feedback within their teams. This will promote a deeper understanding of the project, teamwork, and individual contributions while fostering a culture of continuous learning and improvement.

Step 8: Reflect on the assessment process After completing the assessment, reflect on the effectiveness of the rubrics and the assessment process. Consider any adjustments or improvements

that could be made to the rubrics or assessment process for future projects. This reflection will help ensure a fair and consistent assessment for all students.

Concepts that could be mentioned (For Faculty):

- Custom Packaging: Design unique and eye-catching product packaging using the laser cutter or CNC machine. This can include creating intricate patterns, logos, or text to make the product stand out on the shelf.
- Display Stands: Create custom display stands for the product using a CNC machine or laser cutter. These can be designed to showcase the product's unique features or highlight the brand in a retail setting.
- Engraved Promotional Items: Use a laser cutter to engrave the company logo or a custom design on various items such as wooden coasters, metal keychains, or acrylic ornaments. These can serve as memorable, high-quality giveaways.
- Custom Stickers or Decals: Design and create custom vinyl stickers or decals using a vinyl cutter. These can be used for product labeling, packaging, or as a promotional giveaway.
- Illuminated Signage: Design and build illuminated signs using a combination of laser-cut acrylic, LED lighting, and electronic components. These eye-catching signs can be used to draw attention to the product or brand at events or in-store displays.
- Custom Stencils: Create reusable stencils with the company's logo or a unique design using a laser cutter. These can be used to create promotional art or temporary graffiti to generate buzz around the product.
- Interactive Promotional Displays: Design and build interactive displays that engage potential customers using a combination of electronic components, sensors, and makerspace tools. These displays can demonstrate product features or provide an entertaining experience related to the brand.
- Wearable Promotional Items: Create custom wearable items such as T-shirts, hats, or badges with the company's logo or a unique design using makerspace tools like vinyl cutters, sewing machines, or electronic components.
- Customizable Promotional Products: Design and produce promotional items that allow customers to personalize them using makerspace tools. For example, laser engraving a customer's name on a keychain or creating a custom vinyl decal for a laptop or phone case.
- Pop-up Event Materials: Design and build portable event materials such as banners, backdrops, or modular booth displays using makerspace tools. These can be used to promote the product at trade shows, festivals, or other events.

Group Assessment Rubric: Promotional Items using Makerspace Tools

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Creativity and Originality	Demonstrates exceptional creativity and originality in using makerspace tools for creating promotional items.	Displays good creativity and originality in using makerspace tools for creating promotional items.	Shows satisfactory creativity and originality in using makerspace tools for creating promotional items.	Exhibits limited creativity and originality in using makerspace tools for creating promotional items.	Lacks creativity and originality in using makerspace tools for creating promotional items.	
Quality and Relevance	Promotional items are of high quality and highly relevant to marketing and sales promotion.	Promotional items are of good quality and relevant to marketing and sales promotion.	Promotional items are of satisfactory quality and somewhat relevant to marketing and sales promotion.	Promotional items are of low quality and have limited relevance to marketing and sales promotion.	Promotional items are of poor quality and lack relevance to marketing and sales promotion.	
Presentation Effectiveness	Presentation is highly effective in communicating the project's objectives, process, and outcomes.	Presentation is effective in communicating the project's objectives, process, and outcomes.	Presentation is somewhat effective in communicating the project's objectives, process, and outcomes.	Presentation is minimally effective in communicating the project's objectives, process, and outcomes.	Presentation is not effective in communicating the project's objectives, process, and outcomes.	
Teamwork and Collaboration	Team demonstrates exceptional teamwork and collaboration throughout the project development.	Team displays good teamwork and collaboration throughout the project development.	Team shows satisfactory teamwork and collaboration throughout the project development.	Team exhibits limited teamwork and collaboration throughout the project development.	Team lacks teamwork and collaboration throughout the project development.	

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 20, then each team member receives 15% toward their individual grade)

Individual Assessment Rubric: Creating Promotional Items using Makerspace Tools

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Individual Contribution	Demonstrates exceptional contribution to the project in terms of effort, quality of work, and completion of tasks.	Displays good contribution to the project in terms of effort, quality of work, and completion of tasks.	Shows satisfactory contribution to the project in terms of effort, quality of work, and completion of tasks.	Exhibits limited contribution to the project in terms of effort, quality of work, and completion of tasks.	Lacks contribution to the project in terms of effort, quality of work, and completion of tasks.	
Problem Solving and Creativity	Demonstrates exceptional problem-solving skills and creativity in developing promotional items and using makerspace tools.	Displays good problem-solving skills and creativity in developing promotional items and using makerspace tools.	Shows satisfactory problem-solving skills and creativity in developing promotional items and using makerspace tools.	Exhibits limited problem-solving skills and creativity in developing promotional items and using makerspace tools.	Lacks problem-solving skills and creativity in developing promotional items and using makerspace tools.	
Communication and Collaboration	Communicates effectively with team members, actively listens, and contributes positively to the team's collaboration.	Communicates well with team members, listens, and contributes to the team's collaboration.	Communicates satisfactorily with team members, listens, and somewhat contributes to the team's collaboration.	Has limited communication with team members, listens poorly, and contributes minimally to the team's collaboration.	Fails to communicate effectively with team members, does not listen, and lacks contribution to the team's collaboration.	
Reflection and Learning	Demonstrates exceptional reflection on personal learning experiences and integrates feedback to improve performance.	Displays good reflection on personal learning experiences and uses feedback to improve performance.	Shows satisfactory reflection on personal learning experiences and considers feedback for performance improvement.	Exhibits limited reflection on personal learning experiences and minimally integrates feedback for performance improvement.	Lacks reflection on personal learning experiences and does not integrate feedback for performance improvement.	

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 20, then each team member receives 15% toward their individual grade)

Penalty: If a student scores less than 12 on the "Individual Assessment Rubric," they will incur a 50% penalty on their portion of the "Group Assessment Rubric" total score. This penalty is applied to ensure individual contributions and active participation in the project.

Course title	Professional Selling
Course code	MRL205
Course type	Major Requirement
Level	Bachelor (1st Cycle)
Year / Semester	2/4
Teacher's name	

ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week	

Course purpose and objectives	Emphasis is placed in teaching students professional and successful selling. This includes a variety of methods and techniques that apply to different selling situations and different prospective customers.
Learning outcomes	Upon successful completion of this course students should be able to: • Explain selling as an economic activity using practical examples • Define and describe the steps in the selling activity using a scientific approach • Identify appropriate applications of the selling process through a situational analysis • Demonstrate selling skills (sales pitch) through role playing and presentations. • Develop and deliver a compelling sales pitch that effectively engages prospective customers and leads to successful sales outcomes

Prerequisites	MRL100	Required	NONE

Course content	Selling and Salespeople; Selling in practice; Ethical Issues; Assessing needs; information dissemination; problem-solving guidance; ownership transfer. Introduction to the selling process, including Sales Pitch development and delivery. Prospecting; the pre-approach; the approach, the sales interview; the close; the post-sale. Business applications and personal applications of selling. Advantages and disadvantages associated with a career in selling. Selling and Marketing: The marketing mix; selling and promotion; selling and the product; selling and pricing; selling and distribution; selling and other company functions such as finance, production, and personnel; sales positions based on the channel of distribution, on the product/service, and on the prospect; sales territories. Developing communication skills: The communication model as it applies

to selling; some common barriers to communication and ways of overcoming them; other forms of communication: written communication and telephone communication.

Buyer behavior: Types of buyers and their behavioral characteristics; motivation; psychological explanations of motivation: the Freudian, Maslow, and Dichter theories. Sociological explanations of motivation; the life-cycle theory: psychographics as related to sales; the Quadrant theory.

Sales knowledge: The importance of sales knowledge; kinds of sales knowledge; sources of sales knowledge.

Prospecting: The importance of prospecting; the prospecting process; sources for prospects; qualifying prospects.

The pre-approach: elements of a sound pre-approach: research, pre-call preparation, and pre-approach action. The approach: Factors that have an influence on the approach to be taken; approach principles and techniques; the right time to call.

The sales interview: Planning the presentation; Structure of the presentation, including crafting and delivering a compelling Sales Pitch; the presentation pattern; the use of AIDA, Zeroing-in, stimulus-response theories in selling; the substance of the presentation: how to reach the buyer's mind; the use of demonstration; visual aids and other embellishments.

General guides for the sales interview: Length of the presentation; controlling the sales interview; understanding the prospect; strategies for the sales interview; the pre-close; types of sales presentations: the standardized, the extemporaneous, and the eclectic presentation; differences in buying purpose; multiple-party sales interviews: group presentations and joint presentations.

Elements of buyer resistance: the psychology of buyer resistance; reasons for buyer resistance; examination of specific objections; general principles for handling resistance.

Strategies for specific objections: classic techniques for handling objections.

Closing the sale: Principles and guidelines for closing; examination of

	various closing strategies; business details in closing; payment with an order. Selling to consumers; selling to industry; selling to retailers. Ethics and the law in selling. Account maintenance and development: relationship marketing; customer retention; orientation on product benefits; emphasis on customer service and customer commitment; importance of quality. Key account management: building and maintaining strong-buyer-seller relationships. Recent developments and contemporary issues pertaining to the subject matter of the course, including Sales Pitch best practices and innovations.
Teaching methodology	Face to Face
Bibliography	Hair, J. F., etc., 2020. Sales Force Management: Building Customer Relationship and Partnership. Wiley Hinson, R.E., 2018. Sales Management: A Primer for Frontier Markets [ebook]. Information Age Publishing. Ebscohost. Αυλωνίτης, Γ. Ι., & Σταθακόπουλος, Μ.Β., 2017. Αποτελεσματική οργάνωση & διοίκηση πωλήσεων. Unibooks: Adelaide. Academic articles from subscribed journals such as Journal of Personal Selling & Sales Management, Management Science, Journal of Marketing Research (JMR),Industrial Marketing Management, etc.
Assessment	Mid Term Exam: 25% Final Exam: 35% Project-Based Assignment: 30% Participation: 10%
Language	Greek

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Course title: Professional Selling

Course code: MRL 205

Student Centered Project

Project Title: "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch"
Learning Theories : Constructionism – Situated Learning
Student-centered pedagogy: Project-Based Learning, Collaborative Learning

Objective: Students will develop and practice their professional selling skills by creating a persuasive sales pitch for a product or service and presenting it through role-playing scenarios and presentations.

Project Aim: Aim: The aim of the "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch" project is to provide students with a practical learning experience that allows them to develop, refine, and apply their professional selling skills, with a focus on creating a compelling sales pitch tailored to different selling situations and prospective customers. This project aims to enhance students' ability to effectively engage with customers, overcome objections, and achieve successful sales outcomes.

Step-by-Step Guidance:

Duration: 6 weeks

Instructions for Students:

Week 1: Form Teams and Product Selection

1. Form teams of 2-3 students.

2. Choose a product or service to be the focus of the sales pitch as a team.

3. Research the product's features, benefits, target audience, and competitors.

4. Identify unique selling points (USPs) and potential objections from prospective customers.

5. Submit a brief proposal outlining the chosen product or service and key selling points as a team.

Week 2: Sales Pitch Development

1. Develop a structured sales pitch that includes an introduction, product presentation, handling objections, and closing the sale.

2. Incorporate storytelling, persuasive techniques, and communication strategies to engage the prospective customer effectively.

3. Prepare visual aids or demonstrations, if applicable, to support the sales pitch.

4. Receive feedback from faculty and peers on the sales pitch draft; make any necessary revisions.

Week 3-4: Role-Playing and Practice

1. Participate in role-playing scenarios where students practice their sales pitch with different prospective customers, focusing on adapting to various selling situations.

2. Receive feedback from faculty and peers on their performance, paying attention to body language, communication skills, and objection handling.

3. Refine the sales pitch based on feedback and lessons learned from the role-playing sessions.

Week 5: Final Presentation Preparation

1. Prepare a final presentation of the sales pitch, incorporating all feedback and improvements.

2. Rehearse the final presentation, focusing on delivery, timing, and engaging the audience.

3. Submit a draft of the final presentation for faculty feedback.

Week 6: Final Presentation and Assessment

1. Deliver a 10-15 minute presentation to the class, demonstrating the refined sales pitch and showcasing selling skills.

2. Participate in a Q&A session, addressing any questions or feedback from faculty and peers.

3. Submit a final report, including the sales pitch script, visual aids or demonstrations, and an assessment of the project's effectiveness based on pre-established criteria.

Instructions for Faculty:

Week 1: Team Formation and Proposal Review

1. Assist students in forming teams of 2-3 members.

2. Review teams' product proposals, ensuring they have selected a suitable product or service.

3. Provide feedback on the proposal, approving it or requesting revisions if necessary.

Week 2: Sales Pitch Draft Feedback

1. Review students' sales pitch drafts, providing constructive feedback and guidance on improving the pitch.

2. Encourage peer-to-peer feedback and collaboration among students.

Week 3-4: Role-Playing and Practice Supervision

1. Organize and supervise role-playing scenarios for students, assigning different selling situations and prospective customers.

2. Provide feedback on students' performances, focusing on areas of improvement and strengths.

3. Encourage peer-to-peer feedback and sharing of best practices.

Week 5: Final Presentation Draft Review

1. Review drafts of students' final presentations, providing feedback and approving them for presentation in Week 6.

2. Offer guidance on presentation skills and final preparations.

Week 6: Final Presentation and Assessment

1. Observe and evaluate students' final presentations, using pre-established assessment criteria.

2. Facilitate a Q&A session, encouraging questions and discussion among students.

3. Review and assess students' final reports, providing feedback and assigning final grades based on project performance.

Project Introduction Script

The instructor can introduce the project by providing a brief overview, explaining the project objectives and guidelines, and highlighting its relevance to the course syllabus. Here's an example of what the instructor can say:

"Hello, everyone! Today, I am excited to introduce a hands-on project that will span the next six weeks of our course. This project, titled "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch," is designed to provide you with a practical learning experience in professional selling.

Throughout the project, you will work in teams of 2-3 students to develop and practice your professional selling skills by creating a persuasive sales pitch for a chosen product or service. You will present your sales pitch through role-playing scenarios and presentations to demonstrate your ability to engage with customers, overcome objections, and achieve successful sales outcomes.

During the first week, you will form teams and select a product or service for your sales pitch. As a team, you will research the product's features, benefits, target audience, and competitors. You will then submit a brief proposal outlining your chosen product or service and its key selling points.

Over the next few weeks, you will develop your sales pitch, incorporating storytelling, persuasive techniques, and communication strategies. You will participate in role-playing scenarios and receive feedback from your peers and me to refine your sales pitch.

In the final weeks of the project, you will prepare and deliver a final presentation to showcase your refined sales pitch and demonstrate your selling skills. You will also participate in a Q&A session to address any questions or feedback from your peers and me.

This project will be an excellent opportunity for you to apply the concepts and techniques we've discussed in class to a real-world scenario. I encourage you all to be creative, collaborate with your team members, and be open to feedback as you work through this project. I am looking forward to seeing the results of your hard work and dedication.

Good luck, and let's get started on this exciting journey!"

Duration: 6 Weeks
Weight: 30%

Detailed Instructions for Instructor Assessment using Group and Individual Rubrics:

1. **Before the assessment:**

    a. Familiarize yourself with both the Team Assessment Rubric and the Individual Assessment Rubric.

    b. Observe and take notes on student interactions, participation, and contributions throughout the project to assist in the assessment process.

2. **Assessing the team (using the Team Assessment Rubric):**

    a. Evaluate the relevance of the product choice and the quality of the research conducted by the team.

    b. Assess the clarity and conciseness of the team's proposal.

    c. Review the structure, organization, persuasiveness, and storytelling of the sales pitch.

    d. Observe how the team handles objections and uses visual aids or demonstrations in their sales pitch.

    e. Evaluate the overall effectiveness of the team's final presentation, collaboration, coordination, and responses to Q&A.

3. **Calculating the Team Assessment Score:**

    a. Assign a score for each criterion in the Team Assessment Rubric, ranging from Excellent (5) to Unsatisfactory (1).

    b. Add up the scores for each criterion to obtain the total Team Assessment Score.

    c. Calculate the team's contribution to the overall project weight by multiplying the total score by 0.5 (50%).

4. **Assessing individual students (using the Individual Assessment Rubric):**

    a. Evaluate each student's adaptability to various selling situations and their communication skills and body language during role-playing and practice.

    b. Assess each student's ability to incorporate peer feedback and make improvements.

    c. Review each student's contribution to team tasks and the quality of their individual work.

5. **Calculating the Individual Assessment Score:**

    a. Assign a score for each criterion in the Individual Assessment Rubric, ranging from Excellent (5) to Unsatisfactory (1).

    b. Add up the scores for each criterion to obtain the total Individual Assessment Score for each student.

    c. Calculate each student's contribution to the overall project weight by multiplying their total score by 0.5 (50%).

6. **Applying penalties (if applicable):**

    a. Check if any student scored less than 15 on the Individual Assessment Rubric.

    b. For students who meet this criterion, apply a 50% penalty to their portion of the Group Assessment Rubric total score.

7. **Calculating the Grand Total Score:**

    a. Add the team's contribution (from step 3c) and each student's individual contribution (from step 5c) to obtain the Grand Total Score for each student.

    b. Record the Grand Total Score for each student in the grade book, with a maximum possible score of 30.

8. **Providing feedback:**

    a. Share the scores and feedback with each student and the team as a whole.

    b. Offer suggestions for improvement and discuss any areas where the team or individual students excelled and encourage students to reflect on their performance and consider ways to improve their skills for future projects.

Team Assessment Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Product Selection and Proposal						
Product choice relevance	Relevant and well-suited to the project	Mostly relevant	Somewhat relevant	Barely relevant	Not relevant	
Quality of research	Comprehensive and insightful	Good research	Adequate research	Limited research	Poor research	
Clarity and conciseness of proposal	Clear, concise, and well-organized	Mostly clear and concise	Somewhat clear	Lacks clarity and conciseness	Unclear and disorganized	
Sales Pitch Development						
Structure and organization	Well-structured and organized	Mostly well-structured	Adequate structure	Poorly structured	Disorganized	
Persuasiveness and storytelling	Highly persuasive and engaging	Persuasive	Somewhat persuasive	Lacks persuasiveness	Not persuasive	
Handling objections	Confidently and accurately addresses objections	Addresses most objections	Addresses some objections	Struggles with objections	Does not address objections	
Visual aids and demonstrations	Highly effective use	Effective use	Adequate use	Limited use	Poor use	
Final Presentation						
Overall effectiveness of presentation	Outstanding presentation	Good presentation	Adequate presentation	Needs improvement	Poor presentation	
Team collaboration and coordination	Excellent teamwork	Good teamwork	Adequate teamwork	Limited teamwork	Poor teamwork	
Responses to Q&A	Excellent responses	Good responses	Adequate responses	Needs improvement	Poor responses	

Total Score: _____

Individual Assessment Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Role-Playing and Practice						
Adaptability to selling situations	Highly adaptable	Adaptable	Somewhat adaptable	Struggles to adapt	Not adaptable	
Communication skills and body language	Excellent skills	Good skills	Adequate skills	Needs improvement	Poor skills	
Peer feedback and improvements	Effectively incorporates feedback	Incorporates most feedback	Incorporates some feedback	Struggles with feedback	Does not use feedback	
Individual Contribution						
Contribution to team tasks	Actively contributes	Contributes	Minimal contribution	Barely contributes	Does not contribute	
Quality of individual work	High quality work	Good work	Adequate work	Needs improvement	Poor work	

Total Score: _____

Project Total Score

Team Assessment Rubric:

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 50, then each team member receives 15% toward their total project grade)

+

Individual Assessment Rubric:

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a student achieves a total score of 25, then this specific student receives 15% toward their total project grade)

Penalty: If a student scores less than 15 on the "Individual Assessment Rubric," they will incur a 50% penalty on their portion of the "Group Assessment Rubric" total score. This penalty is applied to ensure individual contributions and active participation in the project.

GRAND TOTAL : _____ / 30

Academic position in Business Administration, Cyprus College Limassol

Link : https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/details/Academic-position-in-Business-Administration--Cyprus-College-Limassol_R-13850-2?locations=cb6e761df69f0100f75c57b28d090000

https://galileo.wd3.myworkdayjobs.com/european_university_cyprus_career_site?locations=cb6e761df69f0100f75c57b28d090000

ANNEX 7: PROGRAM EVALUATION REVIEW
(PER)

Cyprus College

PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic and vocational programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of Cyprus College (CYC) continued effort to ensure that its mission is met through the delivery of its programs, that CYC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that CYC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students.
- Follow the standards of the CYC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης).
- Assess the quality and enhance the overall effectiveness of the Programs, and College as a whole.
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement.
- Establish program action plans and strategies for continuous and ongoing improvement.
- Utilize the information collected through the PER process to better plan and set priorities at the College level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

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STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
College Management	Organization Strategic Plan	Organization strategic plan document
	Program of Study Strategic Plan	Department Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place:

(a) Program Committee:

The College Management appoints the Program Committee that monitors the academic and other issues of each program.

(i)   Terms of reference: The Program Committee shall report to the College Management (CM) and the Quality Assurance Committee (QAC) accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Organization policies and guidelines.
- To monitor curriculum development, delivery and assessment; and make recommendations to the CM and QAC for proposed changes in regulations through the development of the PER report.
- To monitor students' admission and progress.
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the College.
- To receive and consider the summary results of students evaluation

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questionnaires, as available.
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the CM and QAC.

The Program Committee comprises the following members:

- The Program Coordinator
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs.
  - Administrative Head
  - Admissions Advisor
  - Librarian
  - Student Affairs Officer
  - Registrar
- Student representatives.

(b) Program Advisory Boards:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference:

The aim of the Advisory Board is to support the Undergraduate Programs of the College through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching.

2. Evaluation and provision of suggestions regarding the Undergraduate Programs of the College, structure and content; thus, providing students with an enhanced learning experience and a high quality educational program;

3. Proposition of courses that link the College's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates.

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;

5. Contribution of unique and innovative ideas for research and its implementation;

6. Promotion of the faculty's work profile outside the College.

(b) Membership: C/o Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the College.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five-year period suggesting documented program changes.

Diagram: PER Procedure
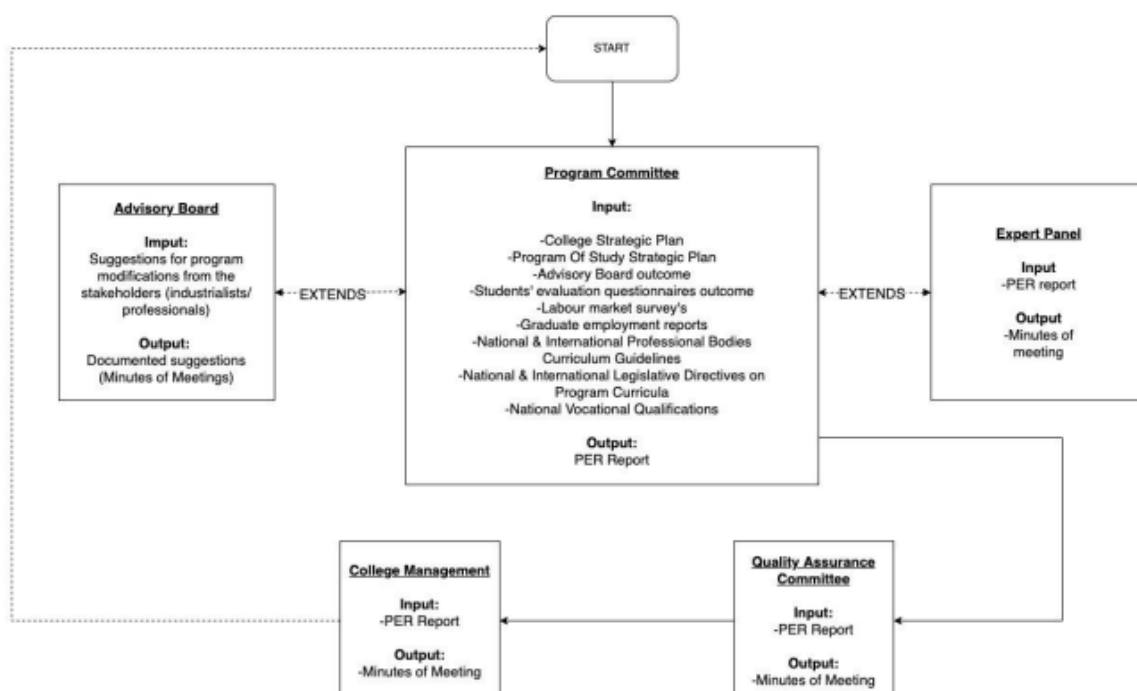
4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five-year period suggesting documented program changes. Since the review process is an ongoing process, the Department shall follow all procedures so that the report with the associated documentation is approved in its first meeting of the following calendar year.

Cyprus College

Program Evaluation Review (PER) Template

"Program Title"

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(*Provide references wherever this is applicable / appropriate*)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall College's QA process.

(*Provide references wherever this is applicable/appropriate*)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

− Review the relevance and adequacy of the **current Objectives / Learning Outcomes of** the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
− Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
− Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
− Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(*Provide references this is applicable / appropriate*) Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

− Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
− Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards,

stakeholders' feedback, College Strategy, and requirements from professional bodies.
– Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate)

5. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

– Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
– Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
– Review how the Program in review fits and contributes to the satisfaction of **the College's long-term strategic plans**.
– Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate)

6. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths	Weaknesses
1. Strength x 2. Strength y	1. Weakness x 2. Weakness y
Opportunities	**Threats**
1. Opportunity x 2. Opportunity y	1. Threat x 2. Threat y

7. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

    (a) Title
    (b) Aim and Objectives
    (c) Learning Outcome(s)
    (d) Curriculum/Program structure
    (e) Entry requirements/criteria

II. Course(s) modifications

    (a) Title
    (b) Aim and Objectives
    (c) Learning Outcomes
    (d) Course Content
    (e) Teaching Methodology
    (f) Assessment Methods
    (g) Recommended Textbook(s)
    (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

8. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.