Doc. 300.1.2

Higher Education Institution's Response

- **Higher Education Institution:**
  CYPRUS COLLEGE

- **Town: LIMASSOL**

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

  In Greek:

Διαδικτυακό Μάρκετινγκ και Μέσα Κοινωνικής Δικτύωσης (2 έτη πλήρους φοίτησης ή 4 έτη μερικής φοίτησης) - 120 ECTS - Δίπλωμα

  In English:

Digital Marketing and Social Media Specialist (2 years full time or 4 years part time) - 120 ECTS - Diploma

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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
To ensure efficient program management, Cyprus College should persist in gathering, monitoring, and analysing data including KPIs, student advancement, success and attrition rates, as well as student satisfaction.	First of all, we would like to thank the EEC for the constructive suggestions and comments in the context of the accreditation of the Diploma in Digital Marketing and Social Media Specialist. Cyprus College is committed to fostering an environment of continuous improvement in our educational offerings, with a keen focus on quality assurance and program excellence. In line with the requirements of CYQAA, we have in place a robust Program Evaluation Review (P.E.R.) framework that ensures a systematic and thorough monitoring of our program's key performance indicators (KPIs), student progression, completion rates, and satisfaction levels. Our P.E.R. procedures are detailed in Appendix Number 1, which elucidates our rationale, scope, and multi-tiered approach to gathering pertinent data. This process is foundational in affirming our alignment with the Standards and Guidelines of the European Higher Education Area and meeting stakeholder expectations comprehensively. Through the P.E.R., we regularly collect and analyze data from diverse stakeholder sources, including direct feedback from our students via course evaluation questionnaires, insights from our esteemed alumni, and input from our Program Committees that comprise faculty members and student representatives. Additionally, we engage with professionals and industry experts through our Advisory Board, ensuring our curriculum remains pertinent and forward-thinking. Our P.E.R. is not merely a measure of current success but a strategic tool for future planning. It enables us to identify areas of strength and opportunities for enhancement, allowing us to establish actionable plans for ongoing improvements. By doing so, we ensure that our Digital Marketing and Social Media Specialist program remains adaptive and innovative, preparing our graduates for the dynamic demands of the industry.	Choose level of compliance:
Cyprus College should periodically review the programme so that its learning objectives and outcomes remain relevant.	Cyprus College deeply appreciates the EEC's emphasis on the significance of periodically reviewing our programs to ensure the enduring relevance of our learning objectives and outcomes. As outlined in our previous correspondence and detailed in Appendix Number 1, the periodic review is a cornerstone of our Program Evaluation Review (P.E.R.) procedures. Our P.E.R. is not a static process; it is an iterative cycle that is integral to our commitment to academic excellence and relevance. It provides for continuous and systematic evaluations at regular intervals. Through this process, we are able to adapt our curriculum to the evolving needs of the industry and the expectations of our stakeholders.	Choose level of compliance:

	This proactive approach ensures that the learning objectives and outcomes of our Digital Marketing and Social Media Specialist program are not only attuned to current industry standards but are also prescient of future trends. The P.E.R. framework includes mechanisms such as the Advisory Board, which is composed of industry professionals and academics who offer invaluable insights that guide curriculum updates, and the Expert Review Panel, which b brings an external perspective to our ongoing evaluations. We assure the EEC of our unwavering dedication to maintaining the relevance and rigor of our Digital Marketing and Social Media Specialist program through our established P.E.R. procedures.	

A comprehensive mapping report illustrating the alignment of each course unit with the intended learning outcomes (ILOs) of the program is mandatory. The EEC advises the programme's teaching team to collaboratively assess how each unit contributes to the achievement of the ILOs and to compile this report/map accordingly.	Following the recommendation from the External Evaluation Committee, we have undertaken a comprehensive assessment to ensure the alignment of our course units with the intended learning outcomes of our Digital Marketing Diploma program.
	
	The details of this alignment are presented in the following report/map:
	
	## Knowledge:
	- **Broadly understand the fundamentals of digital marketing and social media.**
	  - Introduction to Digital Technologies (CSL100)
	  - Introduction to Marketing (MRL100)
	  - Introduction to Social Media: Strategies and Platform Analysis (MSM100)
	- **Understand the interdependence between digital technologies and the broader business and sociological environment.**
	  - Freelance Business Essentials (BSL100)
	  - Contemporary Issues in Digital Marketing (MSM215)
	- **Recognise trends and changes in the digital marketing sector.**
	  - Contemporary Issues in Digital Marketing (MSM215)
	  - Digital and Social Media Advertising Management (MSM200)
	
	## Skills:
	- **Apply basic digital skills, from basic computer applications to advanced digital marketing strategies.**
	  - Introduction to Digital Technologies (CSL100)
	  - Web & E-commerce Content Development and Management (MSM125)
	- **Use various digital tools and platforms for marketing strategies, content management, and e-commerce operations.**
	  - Web & E-commerce Content Development and Management (MSM125)
	  - Multimedia Marketing: Mobile and Video Strategies (MSM130)
	- **Develop digital content and adapt communication modes for different digital platforms.**
	  - Visual Communication and Graphic Design for Digital Marketing (MSM105)
	  - Social Media: Strategies and Platform Analysis (MSM100)
	- **Analyze online data and metrics to evaluate the effectiveness of digital campaigns and adjust strategies accordingly.**
	  - Web Analytics and Data-Driven Digital Marketing (MSM230)
		Choose level of compliance:

Competencies:

- **Work individually and as team members in a digital marketing environment.**
  - Interactive Marketing and Customer Engagement (MSM110)
  - Internship in Marketing Communications (MSM240)
- **Critically evaluate digital marketing strategies and make informed decisions based on current industry best practices.**
  - AI Fundamentals for Digital Marketers (HSS200)
  - Design and Implementation of Digital Marketing Strategy (MSM225)
- **Take responsibility for continuous professional development and learning in the rapidly evolving field of digital marketing.**
  - Freelance Business Essentials (BSL100)
  - Contemporary Issues in Digital Marketing (MSM215)

Appendix 2

Cyprus College and the programme head should reassess the curriculum and take into account the target market. It's crucial to integrate course units that accurately mirror the digital marketing landscape they are engaged in. Currently, there are several courses such as Introduction to Business, The Art of Persuasion, Introduction to Sociology, which do not seem to align squarely with the specialised focus of the Diploma in Digital Marketing and Social Media. In addition the alignment of module titles with learning outcomes and teaching content should be re-examined and updated in light of the programme title, aim and objectives.	In accordance with the invaluable feedback from the External Evaluation Committee (EEC) and reflective internal deliberations, Cyprus College has rigorously re-evaluated and restructured the curriculum for the Diploma in Digital Marketing and Social Media Specialist. We have executed a series of strategic enhancements to assure that the curriculum not only meets but exceeds the evolving requirements of the digital marketing landscape. **Curriculum Enhancements:** 1. **Introduction to Digital Technologies (CSL100)**: This revamped course replaces the previous "Computer Fundamental and Application," featuring upgraded content to mirror new trends and technologies. It is specifically designed to align with the dynamic digital environment, enabling students to grasp and utilize cutting-edge tools and platforms. 2. **Freelance Business Essentials (BSL100)**: Post EEC recommendations and in-depth program committee brainstorming, we recognized the prominence of freelancing in our target market. Hence, we have refined this course to bridge conventional business essentials with freelance business dynamics, positioning our graduates at the forefront of independent business opportunities. 3. **Introduction to Marketing (MRL100)**: We streamlined this course to make the content more compact and application-focused, reflecting the real-life pace and nature of digital marketing within a concise academic timeline. 4. **Introduction to Social Media: Strategies and Platform Analysis (MSM100)**: This course underwent a content overhaul with enhanced and updated learning outcomes. The adjustments ensure our students will be introduced and discover the role of Social Media in the broader marketing strategy of businesses and how can be leveraged to achieve organizational goals. 5. **Visual Communication and Graphic Design for Digital Marketing (MSM105)**: Retaining its crucial role in the curriculum, this course was fortified to cultivate a strong foundation in designing visually compelling marketing messages that resonate in a digital-first world. **Second Semester Upgrades:**	Choose level of compliance:

	• **Advertising Media Planning (MSM120)**: Introduced in place of "The Art of Persuasion" based on EEC's counsel, this course delivers an in-depth pedagogical approach to advertising media planning, dovetailing with the diploma's core aim to synergize conventional and digital marketing techniques. **Third Semester Innovations:** • **AI Fundamentals for Digital Marketers (HSS200)**: This new addition, spurred by the EEC's suggestions, is tailored to fill the identified curriculum gap concerning AI. It equips students with essential knowledge of AI and machine learning, key drivers in the current and future marketing landscape. **Fourth Semester Refinements:** • **Legal Frameworks and Ethical Challenges in the Digital Space (MSM220)**: Revised to accentuate the critical role of understanding legal and ethical principles. It underscores the complexity of navigating the digital marketing domain's legalities and instills a robust ethical mindset among our students. Throughout the curriculum, we have embedded a student-centered learning approach, with an emphasis on problem-based learning assignments and projects to simulate real-world challenges and foster practical skills. This meticulous curriculum revision responds directly to EEC feedback and our internal aspirations to cultivate a cutting-edge program. By synergizing the theoretical underpinnings with practical, real-world applications, we ensure our graduates are not only adept at navigating the current digital marketing landscape but are also primed to lead its future. Our commitment to continuous improvement and relevance in education is unwavering, and we are confident that these enhancements will solidify our graduates' positions as highly competent professionals in the digital marketing and social media domain. The new and refined syllabus, reflecting our updated and enhanced curriculum, can be found in Appendix 3 of the documentation provided.	
At the moment, new technologies, such as Artificial Intelligence (AI), are not fully incorporated into the curriculum, despite students' early familiarity with them and industry demand. EEC encourages the adoption of emerging technologies to enhance student learning and relevance.	In alignment with the EEC's recommendations to emphasize the integration of emerging technologies such as Artificial Intelligence (AI), we have enriched our curriculum with the dedicated course **AI Fundamentals for Digital Marketers (HSS200)**. This course is meticulously tailored to provide a robust foundation in AI, focusing on the transformative impact AI has on the marketing industry. It encompasses a range of topics from machine learning algorithms to AI-driven consumer analytics and personalization strategies. Moreover, we have incorporated AI-focused content additions and references throughout our curriculum. Appendix 3	Choose level of compliance:
A critical weakness of the programme is the limited number of staff delivering the modules. Almost 74% of the programme's modules are delivered by only three members of staff (two of whom are part time). This can create confusion among students,	In direct response to the EEC's concerns, Cyprus College has strategically redistributed the course assignments among our faculty to ensure a diverse and expert-driven delivery of our Digital Marketing and Social Media Specialist program. This redistribution not only addresses the issue of uneven workloads but also enriches the learning experience with specialized instruction. For instance, Dr Marilia Kountouridou, previously assigned five courses, is now focused on three key areas of her expertise, thereby allowing for a more in-depth and dedicated approach to each subject. The two courses that were reassigned have been allocated to Anna Maria Evripidou, who brings a fresh perspective and specialized knowledge to "Introduction to Social Media:	

diminish the specialised character of the programme and can create uneven workload among members of staff.	Strategies and Platform Analysis" and "Interactive Marketing and Customer Engagement."	
	George Tofa, who was initially teaching six courses, has had his workload reduced to four courses; to facilitate a more focused and quality-driven engagement with the students.	
	Two of the courses previously under George Tofa have been reassigned to Panikos Kanakis, who now handles "Freelance Business Essentials" and "Introduction to Marketing," in addition to "Advertising Media Planning." This reallocation leverages Panikos Kanakis's particular strengths in the practical and applied aspects of business and marketing.	
	These changes have been documented in detail, reflecting our proactive approach to enhancing our curriculum and addressing the EEC's recommendations. Our faculty are now better positioned to contribute their full expertise to the program, benefiting our students' educational journeys and preparing them for the demands of the digital marketing landscape. This balanced approach (50% instead of 74%) helps diminish any potential for confusion among students and ensures no single instructor or small group of instructors is overburdened. It also preserves the specialized character of the program by utilizing the diverse expertise of a broader range of faculty members	

A/A	Name and Surname	Discipline / Specialization	COURSES
1	Tofa George **FT**	Business Administration / Marketing	4
2	Kanakis Panikos **FT**	Business Administration / Marketing	3
3	Petros Papagiannis **FT** (PhD Cand.)	Information Technology/ Computer Science	1
4	Giorgos Koutsoudis **FT**	Computer and Network Technician	1
5	George Pallaris **FT** (PhD Cand)	Information Technology/ Computer Science	1
6	Dr. Andreas Kouspos **FT**	Business Administration / Economics	1
7	Dr Kountouridou Marilia **PT**	Business Administration / Marketing	3
8	Christodoulou Christos **PT**	Graphic Arts and Multimedia	1
9	Anna Maria Evripidou **PT**	Business Administration / Marketing	2
10	Dr Nikos Stavrou **PT**	Law	1
11	Orestis Michael **PT**	Digital Marketing and Social Media Specialist / Business	3

The curriculum does not fully integrate industry practices, thereby restricting students' exposure to real-world scenarios. Strengthening	In direct response to the EEC's feedback concerning the integration of industry practices and real-world scenarios into our curriculum, we have undertaken a series of significant enhancements across our program structure. **Enhancements and Real-World Integrations:** 1. **Introduction to Digital Technologies (CSL100)**: This newly introduced course has been designed to reflect the latest digital trends and needs,	

partnerships with industry professionals and organisations could significantly enhance the relevance of course content.	ensuring students receive current and applicable knowledge that is directly translatable to the digital marketplace. 2. **Freelance Business Essentials (BSL100)**: Recognizing the surge in freelancing, this course now synergizes traditional business knowledge with the nuances of the freelance economy, which is highly relevant to our target market and reflective of current industry practices. 3. **Interactive Marketing and Customer Engagement (MSM110)**: We've enriched this course with hands-on experiences and case studies, providing a practical understanding of engaging customers in digital platforms – an area of increasing importance within the industry. 4. **Advertising Media Planning (MSM120)**: Created to replace "The Art of Persuasion," this course offers comprehensive insights into both conventional and digital media planning, vital for any marketing role today. 5. **AI Fundamentals for Digital Marketers (HSS200)**: In addition to incorporating AI fundamentals, we've laced various AI references and practical applications throughout the program, including the use of AI tools in courses like "Internet and Social Media Advertising Management" and "Web & E-commerce Content Development and Management." 6. **Contemporary Issues in Digital Marketing (MSM215)**: This course now features content on AR and VR, addressing the latest digital marketing innovations and their practical implications. 7. **Internship in Marketing Communications (MSM240)**: Perhaps most significantly, we've integrated a compulsory internship component, providing students with valuable hands-on experience in a real-world setting, bridging the gap between academic learning and industry practice.	
A more practical approach should also be incorporated in the actual delivery of the modules. Cyprus College could invite more guest lecturers from industry as part of the delivery of modules, to provide this practical approach.	In reaffirming our commitment to a practical, industry-connected curriculum, Cyprus College has not only planned for but already initiated the inclusion of expert guest lecturers into our programs. Last month, as part of our Business Administration program and in collaboration with Workshop Creative Agency, we welcomed Gianna Charalambous and Stavros Anastasiou, Directors and Owners of the agency, to present to our students. This informative session illuminated the role of an advertising agency within the current market's demands and challenges, offering our students valuable insights into real-world business operations and strategies. This initiative exemplifies our approach to education, where academic learning is augmented with direct professional perspectives. Moving forward, such interactions will become a staple across all relevant programs, including our Diploma in Digital Marketing and Social Media Specialist. These sessions will ensure that our students gain firsthand knowledge of industry practices, understand market dynamics, and are exposed to contemporary challenges and innovations directly from practitioners who navigate these on a daily basis.	
Placement opportunities are encouraged to make the programme more practical.	We appreciate the EEC's emphasis on the practical application of academic studies and understand the significance of placement opportunities in enriching a student's learning experience. To address this, our curriculum incorporates a compulsory internship component, specifically the course titled "Internship in Marketing Communications (MSM240)."	

	This course is designed to offer students hands-on experience in the field, placing them within real-world professional environments. It allows them to apply the theoretical knowledge gained throughout their studies to practical situations, honing their skills under the guidance of industry professionals. Through these internships, students are able to gain invaluable insights into the workings of digital marketing and social media communications within various business contexts. The inclusion of this course ensures that our program remains practical and relevant, providing a bridge between academic learning and the demands of the digital marketing industry. It's a deliberate step towards fulfilling the need for experiential learning, as highlighted by the EEC, and reinforces our commitment to producing well-rounded, industry-ready graduates.	
The assessments utilised and the content presented should align with the programme's level and ECTS requirements. The programme must effectively illustrate how it addresses the intended learning outcomes of each course unit.	We have undertaken a thorough and meticulous process to align our Diploma in Digital Marketing and Social Media Specialist with the European qualifications framework (EQF) Level 5 learning outcomes and the specific demands of the digital marketing industry. In line with the EEC's suggestions, we've reviewed and refined our Intended Learning Outcomes (ILOs) to ensure they match the rigor and scope of our program's objectives. For the **Introduction to Digital Technologies** course, we've shifted from fundamental computer applications to more current digital trends, reflecting the rapid evolution of technology and its impact on marketing. The **Freelance Business Essentials** course now harmonizes traditional business skills with the burgeoning freelance market, a significant consideration for our target demographic. Our **Marketing and Communications** suite, including **Interactive Marketing** and **Customer Engagement**, now emphasizes hands-on, experiential learning through case studies and practical experiences. We've also enriched our **AI Fundamentals for Digital Marketers** course, a pivotal addition addressing the EEC's call for integration of new technologies. This course, alongside practical modules like **Internet and Social Media Advertising Management** and **Influencer and Affiliate Marketing**, ensures that students are adept in both current practices and emerging trends like AR and VR. Crucially, the program culminates in the **Internship in Marketing Communications**, an essential component for applying theoretical knowledge in real-world settings, fulfilling both the practical approach recommended by the EEC and the diploma's objective to prepare industry-ready professionals. Each course has been carefully designed to contribute to the overarching objectives of the program: 1. Digital Understanding & Application 2. Digital Marketing Strategies & Applications 3. Communication & Relational Management 4. Social Media & Online Presence 5. Critical Thinking & Sociological Analysis Appendix 3	
Cyprus College might explore the formal appointment of external advisors, including	We acknowledge with gratitude the EEC's suggestion to incorporate formally appointed external advisors to enhance the curriculum of our programs. Our current Program Evaluation Review (P.E.R.) framework, as detailed in Appendix Number 1, already embodies a robust system for incorporating diverse external inputs into our program development and review processes. To be more	

academic from international backgrounds and practitioners from the local market. These advisors could offer valuable input for future curriculum revisions and offer insights into the essential skills students require for a successful career in Digital Marketing.	specific, Mr Orestis Michael, is the head of external advisors and a vanguard in digital marketing entrepreneurship, bringing a wealth of practical expertise to Cyprus College's Digital Marketing and Social Media program. His proprietary OReSTi method (https://en.orestimethod.com/), honed over 14 years of industry success, has been instrumental in the program's inception and will continue to guide its evolution. Oresti's blend of academic rigor and market-tested strategies enriches our curriculum, ensuring it remains at the cutting edge of digital marketing education and practice.	

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

The provision of personalised feedback in the assignments submitted is advised to help students identify weaknesses and successfully progress with their studies.	Based on our Instructors Handbook, we as organization have an established procedure in place for providing personalized feedback on student assignments, which is as follows:
	
	Procedure for Providing Personalized Feedback on Assignments
	1. **Assignment Submission**:
	   • Students submit their assignments through the Learning Management System "BlackBoard".
	2. **Initial Review**:
	   • Instructors conduct an initial review to ensure that submissions are complete and adhere to the assignment guidelines.
	3. **Detailed Assessment**:
	   • Instructors evaluate the assignments against the grading criteria, noting areas of strength and those needing improvement.
	4. **Personalized Feedback Creation**:
	   • For each assignment, instructors write tailored comments that:
	      • Highlight the assignment's strong points.
	      • Clearly identify any errors or misconceptions.
	      • Provide constructive suggestions for improvement.
	      • Offer resources or strategies for further development.
	5. **Feedback Delivery**:
	   • Personalized feedback is delivered to students through the online platform, ensuring privacy.
	   • If feasible, instructors can also offer in-person feedback sessions or virtual meetings.
	6. **Student Acknowledgment**:
	   • Students are required to acknowledge receipt of feedback and are encouraged to ask follow-up questions if clarifications are needed.
	7. **Reflection and Action**:
	   • Students reflect on the feedback and create a brief action plan outlining steps they will take to address the identified weaknesses in future assignments.
	8. **Follow-Up**:
	   • Instructors offer follow-up support as needed and check on students' progress in implementing the feedback in subsequent assignments.
	9. **Documentation and Review**:
	   • Instructors keep records of the feedback provided for future reference and to monitor students' progress over time.
	   • The effectiveness of the feedback process is reviewed periodically by the faculty as part of
		Choose level of compliance:

	the Program Evaluation Review (P.E.R.) to ensure it effectively aids student progression.	
Weekly study guides could also be used to make it possible for students to determine the work to be done every week, even though the workload is not considered difficult.	We appreciate the EEC's recommendation to provide weekly study guides for students. Cyprus College currently utilizes detailed course outlines, which comprehensively delineate the content for each week and include the expected study hours to assist students in managing their academic workload. These outlines serve as an initial framework to guide students through their weekly academic responsibilities. Recognizing the EEC's insights, we are exploring ways to enhance these existing outlines by allowing instructors to add supplementary details tailored to each week's specific focus. This addition will aim to provide students with even clearer guidance and support as they navigate their courses. While we believe our current system is robust in guiding students, we welcome the EEC's suggestion as an opportunity to reinforce our commitment to student-centered learning. Our goal is to ensure that all students feel well-supported and are able to leverage the resources provided to optimize their study time and academic progress. Appendix 4	Choose level of compliance:
Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.	Cyprus College has already made significant strides in this direction, as detailed in the first category of our response and in the appendices, to foster a robust connection between our students and the industry. Our curriculum enhancements, guided by previous EEC recommendations, include the introduction of guest lectures from industry leaders, as well as project and problem-based learning assignments that incorporate real-world scenarios. These initiatives are designed to bridge the gap between academic learning and practical application, providing students with valuable exposure to current industry practices and challenges. Further, we are committed to continuously expanding our engagement with industry professionals and organizations. This includes more collaborative projects, internships, and participation in industry events, ensuring our students gain the practical insights and experience that are critical for their future careers in digital marketing and social media. Cyprus College will continue to explore new opportunities and partnerships that can enrich our educational offerings and enhance the student learning experience, in line with the EEC's valuable suggestions.	Choose level of compliance:
External partnerships should be developed and strengthened to increase internship and placement opportunities for students.	We appreciate the EEC's emphasis on the importance of developing and strengthening external partnerships to enhance internship and placement opportunities for our students. Cyprus College has already established productive collaborations with notable industry leaders.	Choose level of compliance:

	Additionally, we actively facilitate various networking events that allow students to connect with potential employers, industry experts, and alumni. These events are designed not only to enhance career prospects but also to integrate practical industry insights into our academic environment.	
We note that several assessment methods are mentioned throughout the programme, yet no concrete evidence of their implementation is provided. The EEC urges the programme team to explore avenues for enhancing assessment practices, particularly in fostering vital skills and competencies such as problem-based learning, live cases/projects, and group projects/teamwork, which appear to be lacking in practice.	In response to earlier feedback from the EEC, significant enhancements have been incorporated into our curriculum to emphasize active learning and skills development. This includes the integration of problem-based learning, live case studies, and group project work across various courses within the program. These methodologies are designed to promote critical thinking, teamwork, and real-world problem-solving abilities among our students. Appendix 3	Choose level of compliance:
At the moment most modules are assessed mainly (almost 70% in some case s) by exams (mid-term and final. Assignments count for a mere 20% and there is a 10% class participation. There are only three modules that focus on project assessment. Taking into consideration the expressed learning objectives that indicate soft skill development among others, the EEC recommends that various assessment methods (group and individual projects, presentations etc.) are incorporated.	As detailed in Appendix 3, we have implemented significant curriculum enhancements that respond directly to these concerns. Recognizing the need to shift from a predominantly exam-based assessment model, we have increased the incorporation of diverse assessment methods across our modules. This includes a greater emphasis on group and individual projects, presentations, and other forms of continuous assessment that are more reflective of the dynamic and interactive nature of the digital marketing field.	
The EEC recommends that course coordinators and the programme director thoroughly assess the suitability of assessment types for each course unit, aligning them with the specific ILOs of each unit. Simultaneously, they should ensure a diverse range of methods is employed to cultivate various soft and hard skills.	As documented in Appendices 2 and 3 of our report, we have undertaken substantial curriculum enhancements to address these precise concerns. These enhancements include a detailed review and revision of assessment strategies across all modules by course coordinators and the program director. This process ensures that each assessment method is meticulously chosen to align with and effectively measure the specific ILOs of each unit, thereby fostering the intended skill developments.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The College is encouraged to continue to invest in faculty recruitment and development to overcome a resource constraint for this programme. At present one full time faculty member is scheduled to teach 6 modules on the new programme; and one part time member would teach 5 modules and another part time member would teach 3 - combined they are responsible for almost 74% of the taught elements of the programme. The College is advised to replicate standard practices by having faculty teach no more than one module to the same cohort in each semester.	In response to the EEC's concern about the teaching load distribution among full-time and part-time faculty, we have recently conducted a thorough review of our curriculum and made strategic adjustments to the allocation of teaching responsibilities. Following these enhancements, including the addition and dropping of specific courses, we have successfully reduced the number of modules taught by the same instructor to the same cohort within each semester. This has allowed us to achieve a more balanced distribution of teaching loads and align more closely with standard academic practices. However, we must carefully consider the structure of our faculty. Implementing a model where each instructor teaches only one or two courses per cohort could significantly increase the number of part-time faculty, potentially exceeding the number of full-time faculty. Such a shift might not align with our strategic goals of maintaining a strong core of full-time faculty while also integrating expert part-time instructors from the industry. This balance is crucial to ensure stability and continuity within the program while still benefiting from the diverse expertise that part-time faculty bring. It is also important to emphasize that Cyprus College places a high value on incorporating real-world expertise into our curriculum. To this end, part-time faculty members, who are often industry experts, play a crucial role in our program. Their involvement brings valuable industry perspectives into the classroom, which is vital for a practice-oriented field like Digital Marketing and Social Media. We maintain a strategic mix of full-time and part-time faculty to ensure that our students benefit from both robust academic instruction and practical, real-world insights. As this is a new program, we are proceeding cautiously with faculty expansion to maintain program feasibility and ensure sustainability. Our initial market research has been positive, but as we await more tangible enrollment numbers, we are careful not to overextend our resources prematurely. We believe that the current faculty structure is optimal for the program's launch phase and will continue to assess and adjust our approach as more data becomes available.	Choose level of compliance:

A/A	Name and Surname	Discipline / Specialization	COURSES
1	Tofa George **FT**	Business Administration / Marketing	4
2	Kanakis Panikos **FT**	Business Administration / Marketing	3

3	Petros Papagiannis **FT** PhD Cand.)	Information Technology/ Computer Science	1	
4	Giorgos Koutsoudis **FT**	Computer and Network Technician	1	
5	George Pallaris **FT** (PhD Cand.)	Information Technology/ Computer Science	1	
6	Dr. Andreas Kouspos **FT**	Business Administration / Economics	1	
7	Dr Kountouridou Marilia **PT**	Business Administration / Marketing	3	
8	Christodoulou Christos **PT**	Graphic Arts and Multimedia	1	
9	Anna Maria Evripidou **PT**	Business Administration / Marketing	2	
10	DR Nikos Stavrou **PT**	Law	1	
11	Orestis Michael **PT**	Digital Marketing and Social Media Specialist / Business	3	

For this Diploma in Digital Marketing and Social Media teaching should be framed in academic concepts but heavily applied in order that students develop the practical proficiencies required. To this end, guest speakers with relevant industry experience should be included in the teaching programme more regularly in order to help students to develop their industry orientation and practical skills and abilities. In addition to end-of-diploma internships and occasional company visits, the College should consider integrating continuous collaboration with companies throughout the four semesters. This could involve completing projects based on real-world challenges or inviting companies to provide feedback on student projects.	We recognize the importance of practical proficiency development within our Diploma in Digital Marketing and Social Media, as noted by the EEC. Cyprus College is committed to providing an educational experience that is both academically rigorous and heavily applied, preparing students for the practical demands of the industry. As outlined in Appendix 3, we have enriched our curriculum to incorporate more extensive industry engagement. This includes a student-centered learning approach that emphasizes real-world scenarios, complemented by regular guest lectures from industry professionals. These lectures are not peripheral to our curriculum but integrated into the core teaching modules, ensuring that students gain consistent and valuable insights into current industry practices. Beyond guest lectures, we have taken steps to ensure continuous collaboration with companies throughout the program's duration. Our students engage with live projects that address real-world challenges, allowing them to apply theoretical knowledge in practical settings. We also facilitate opportunities for companies to interact with students, providing feedback on projects that can shape students' understanding and skills. In recognition of the need for ongoing industry engagement, we are actively expanding our network of partnerships to offer a broader range of opportunities for such interactions. This strategy aims to deepen the industry orientation of our students and to foster a more applied learning environment that extends beyond internships and company visits.	Choose level of compliance:

	We assure the EEC that we will continue to seek out and integrate such collaborations, ensuring that our students receive a comprehensive education that is both theoretically informed and practically grounded.	
The College is encouraged to continue to invest in infrastructure for teaching purposes, for example the library (e.g. currency of text books and availability of study spaces) and computer labs (e.g. currency of appropriate software/hardware for Digital Marketing and Social Media).	Cyprus College acknowledges the EEC's recommendation to continue investing in infrastructure to support our teaching endeavors, particularly in areas crucial to the success of our Digital Marketing and Social Media Diploma. We take pride in our strong financial foundation, which allows for a significant annual budget to be allocated specifically for the enhancement of our educational infrastructure.

In our commitment to provide up-to-date resources, we have already taken concrete steps for this program, such as finalizing an agreement with Adobe. This partnership will allow every student enrolled in the program to have access to the Adobe Suite, equipping them with industry-standard software and tools that are essential for contemporary digital marketing and social media practices.

Further, we consistently invest in our library resources and study spaces, ensuring a current and relevant collection of textbooks and a conducive learning environment. Our computer labs are regularly updated with the latest software and hardware to keep pace with technological advancements in the digital marketing arena.

Through these strategic investments and partnerships, Cyprus College ensures that our facilities and technological resources remain at the forefront of educational excellence, providing our students with the tools necessary to excel in their academic and professional endeavors. | Choose level of compliance: |
| The College is advised to embrace the integration of AI systems as educational tools in the curriculum. Rather than shying away from new technologies, teach students how to leverage AI effectively to achieve optimal outcomes. This proactive approach will help to ensure that students are equipped to utilise AI and other emerging technologies responsibly and innovatively. | We acknowledge EEC's recommendation to embrace the integration of AI systems. As outlined in Appendix 3, we have enriched our curriculum to incorporate AI. | Choose level of compliance: |
| Given the dynamic nature of the subject area a training programme will need to be developed to ensure that faculty are intimately familiar with new digital marketing | We agree with the EEC's recommendation regarding the necessity for ongoing faculty development in the dynamic field of digital marketing. We are pleased to affirm that our established 35-hour Faculty Development Program (FDP) is not static; it evolves continually to incorporate the latest advancements in digital marketing technologies and methodologies. | Choose level of compliance: |

| technologies, tools and techniques. | This FDP is meticulously crafted to reflect the current and emerging trends in the industry. We regularly update the program content, ensuring that it encompasses the latest digital marketing tools and techniques. Additionally, we actively encourage and support our faculty members to engage with the professional community through various means, including attendance at relevant seminars, workshops, and trainings both locally and internationally. In addition, as highlighted during the EEC meeting, each faculty member is allocated an individual budget specifically earmarked for their further professional development. This personalized budgetary provision underscores our commitment to fostering continuous growth and ensuring that our educators remain at the cutting edge of their respective fields. | |

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
There is space to improve the library primarily as the selection of books is not as wide and as up to date as it could be. Along the same lines, there could be more space for recreational activities.	Recognizing the importance of a robust library with updated and diverse resources, we are already in the process of expanding our collection to include latest publications relevant to the field.	Choose level of compliance:
Following international standards, it is important for the students to be taught by different instructors for different modules. At the moment, the plan for the proposed programme is for 3 instructors to cover nearly 74 percent of the taught material (14 out of the 19 modules). This is a point that needs to be addressed.	As described at "Section 3 Teaching Staff" following curriculum enhancements, including the addition, and dropping of specific courses, we have successfully reduced the number of modules taught by the same instructor to the same cohort within each semester. This has allowed us to achieve a more balanced distribution of teaching loads and align more with EEC recommendation.	Choose level of compliance:
Social and extracurricular activities could also be further used to foster a sense of community and belonging among students, promoting collaboration and peer support	We appreciate the EEC's emphasis on the importance of social and extracurricular activities, and we remain committed to continually enhancing our "Student Life" program to ensure that all students feel supported, engaged, and empowered throughout their educational journey. At Cyprus College we have a vibrant "Student Life" program, which offers a wide range of social and extracurricular activities aimed at promoting collaboration, peer support, and overall student well-being. Our "Student Life" initiatives include a wide variety of events, including charity fundraisers, athletic tournaments, professional networking gatherings, blood donation drives, educational excursions to career expos, and opportunities for academic travel, in addition to participation in the Erasmus+ mobility programs. These activities provide students with opportunities to engage with their peers, explore their interests outside the classroom, and develop valuable skills that complement their academic studies. For a comprehensive view of our social and extracurricular activities, we invite the External Evaluation Committee to visit our social media platforms, including Facebook, Instagram, and TikTok. These platforms showcase the dynamic	Choose level of compliance:

	and inclusive community that thrives at Cyprus College, where students actively participate in various events, share their experiences, and build lasting connections.	

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 library space could be updated to accommodate more students and, importantly, to offer more updated titles. EEC encourages the College to enhance the infrastructure of study spaces like the library to create a conducive learning environment that motivates students to engage with their studies.	Cyprus College acknowledges the EEC's recommendation to continue investing in infrastructure to support our teaching endeavors, particularly in areas crucial to the success of our Digital Marketing and Social Media Diploma. We take pride in our strong financial foundation, which allows for a significant annual budget to be allocated specifically for the enhancement of our educational infrastructure. In our commitment to provide up-to-date resources, we have already taken concrete steps for this program, such as finalizing an agreement with Adobe. This partnership will allow every student enrolled in the program to have access to the Adobe Suite, equipping them with industry-standard software and tools that are essential for contemporary digital marketing and social media practices. Further, we consistently invest in our library resources and study spaces, ensuring a current and relevant collection of textbooks and a conducive learning environment. Our computer labs are regularly updated with the latest software and hardware to keep pace with technological advancements in the digital marketing arena. Through these strategic investments and partnerships, Cyprus College ensures that our facilities and technological resources remain at the forefront of educational excellence, providing our students with the tools necessary to excel in their academic and professional endeavors.	Choose level of compliance:
In the long run the College could also consider offering accommodation and space for recreational activities to students.	Offering accommodation and space for recreational activities to students is in our strategic planning.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme)
   (ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

C.

A. Higher Education Institution academic representatives

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

Date: 29/04/2024

LIST OF APPENDICES

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APPENDIX 1: PROGRAM EVALUATION FRAMEWORK

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.

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

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.

<u>The Program Committee comprises the following members:</u>

- 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)   <u>Membership</u>

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)   <u>Terms of reference</u>

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
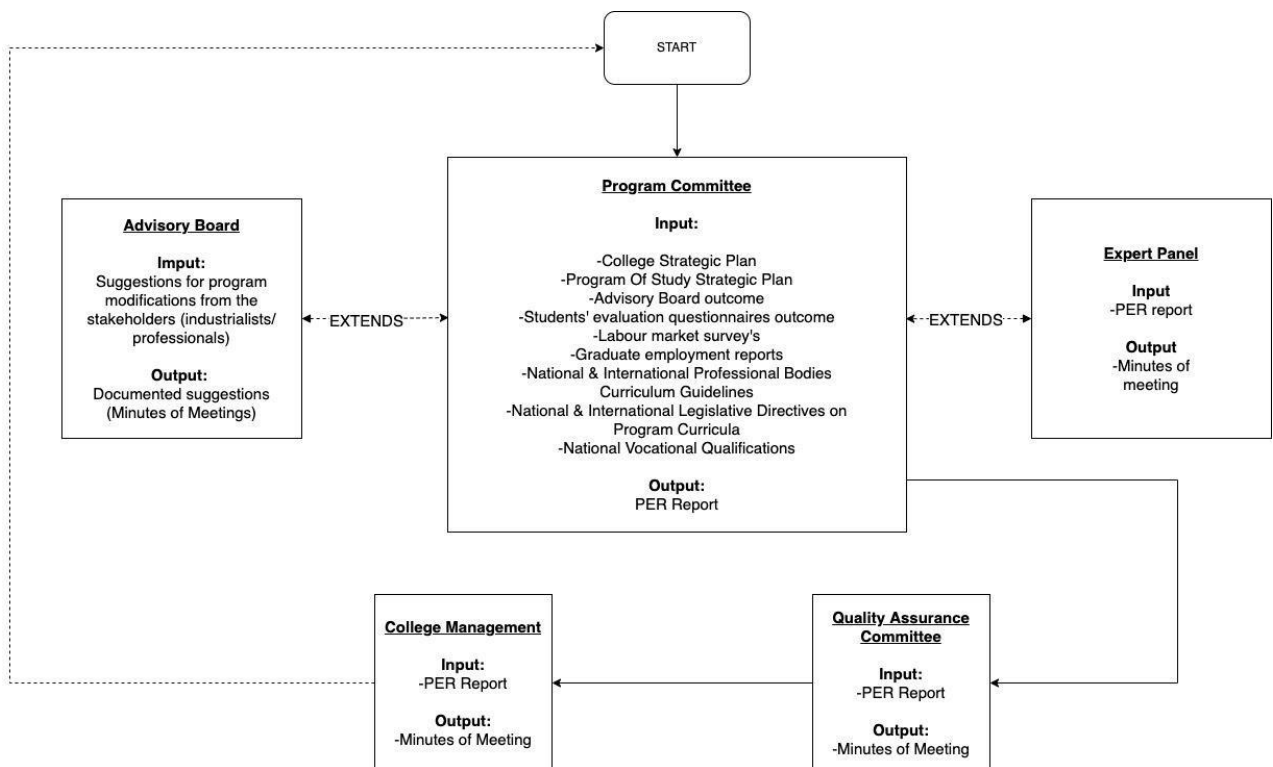
4. Timeframe

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.

APPENDIX 2: ILO MAP

APPENDIX 2 – ILO MAP

Following the recommendation from the External Evaluation Committee, we have undertaken a comprehensive assessment to ensure the alignment of our course units with the intended learning outcomes of our Digital Marketing Diploma program.

The details of this alignment are presented in the following report/map:

Knowledge:

- **Broadly understand the fundamentals of digital marketing and social media.**
  - Introduction to Digital Technologies (CSL100)
  - Introduction to Marketing (MRL100)
  - Introduction to Social Media: Strategies and Platform Analysis (MSM100)
- **Understand the interdependence between digital technologies and the broader business and sociological environment.**
  - Freelance Business Essentials (BSL100)
  - Contemporary Issues in Digital Marketing (MSM215)
- **Recognise trends and changes in the digital marketing sector.**
  - Contemporary Issues in Digital Marketing (MSM215)
  - Digital and Social Media Advertising Management (MSM200)

Skills:

- **Apply basic digital skills, from basic computer applications to advanced digital marketing strategies.**
  - Introduction to Digital Technologies (CSL100)
  - Web & E-commerce Content Development and Management (MSM125)
- **Use various digital tools and platforms for marketing strategies, content management, and e-commerce operations.**
  - Web & E-commerce Content Development and Management (MSM125)
  - Multimedia Marketing: Mobile and Video Strategies (MSM130)
- **Develop digital content and adapt communication modes for different digital platforms.**
  - Visual Communication and Graphic Design for Digital Marketing (MSM105)
  - Social Media: Strategies and Platform Analysis (MSM100)
- **Analyze online data and metrics to evaluate the effectiveness of digital campaigns and adjust strategies accordingly.**
  - Web Analytics and Data-Driven Digital Marketing (MSM230)
  - Search Engine Optimization: Techniques and Best Practices (MSM235)

Competencies:

- **Work individually and as team members in a digital marketing environment.**
  - Interactive Marketing and Customer Engagement (MSM110)
  - Internship in Marketing Communications (MSM240)
- **Critically evaluate digital marketing strategies and make informed decisions based on current industry best practices.**
  - AI Fundamentals for Digital Marketers (HSS200)
  - Design and Implementation of Digital Marketing Strategy (MSM225)
- **Take responsibility for continuous professional development and learning in the rapidly evolving field of digital marketing.**
  - Freelance Business Essentials (BSL100)
  - Contemporary Issues in Digital Marketing (MSM215)

APPENDIX 3: REFINED AND NEW COURSES CURRICULUM SYLLABIS

Course Title	Introduction to Digital Technologies
Course Code	CSL100
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1st Year / 1st Semester
Teacher's Name	Petros Papagiannis, George Pallaris

ECTS	6	Lectures / week		Laboratories / week	3 Hours /14 Weeks

Course Purpose and Objectives	This course introduces the essentials of digital technology with an emphasis on practical applications in marketing and social media. It aims to equip students with an understanding of digital tools and platforms fundamental to business and marketing strategies. The objectives are to familiarize students with core concepts of Digital Technology, Software and Applications for Business and AI.
Learning Outcomes	1. **Comprehend Digital Technologies**: Students will be able to identify and describe the core digital technologies that are the foundation of the digital world, including hardware, software and AI. 2. **Operate Digital Tools**: Students will be able to demonstrate proficiency in using digital tools and platforms essential for business processes, with an emphasis on those that support marketing and social media strategies.

Prerequisites	None	Required	

Course Content	Introduction to Digital Technology Era "Lecture" • Lecture: Overview of digital technology and its impact on society. Introduction to Digital Technology Era "Workshop" • Workshop: Students will identify a current digital technology trend and analyze its impact on digital marketing and consumer engagement. Introduction to Digital Technology Components "Lecture" • Lecture: Understanding the components of digital hardware and software, with an emphasis on mobile devices like tablets and smartphones. Introduction to Digital Technology Components "Workshop" • Workshop: Practical exploration of how smartphones and tablets can be utilized in digital marketing strategies.

	The Internet Fundamentals "Lecture" • Lecture: Exploring the structure of the internet, including an overview of how websites function and the role of ISPs. The Internet Fundamentals "Workshop" • Workshop: Students will use web research techniques to gather market data. Example project: Conduct an online market analysis for a chosen industry using various research tools and databases. Web Technologies and Digital Presence "Lecture" • Lecture: Understanding the importance of websites, domains, and hosting in building a digital presence. Introduction to AI and Machine Learning "Lecture" Lecture: Discussing AI tools and the real-world applications of AI in business.

Teaching Methodology	Teaching	42 Hours	
	Guidance	15 Hours	

Bibliography	**REQUIRED READING:**
	N. Ιντζεσίλογλου, Κοινωνία και Νέα Τεχνολογία, 2η έκδ., 2014 **Recommended Reading** Paul Roetzer & Mike Kaput (2022) "Marketing Artificial Intelligence: AI, Marketing, and the Future of Business" ISBN 978-1637740798 Γ. Ζέκος, Τεχνητή Νοημοσύνη & Ανταγωνισμός, 2024 Νίκος Ρούσος, iGen: Η γενιά του internet, 2019 978-960-461-927-6

Assessment			
	Mid-Term Exam	25%	
	Final Exam	40%	
	Assignments/Projects	25%	
	Participation	10%	
	Total	100%	

Language	Greek

Course Title	Freelance Business Essentials
Course Code	BSL100
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1st Year/ 1st Semester
Instructor's Name	Panikos Kanakis, Andreas Kouspos

ECTS	6	Lectures / week	3 Hours /14 Weeks	Laboratories / week	
Course Purpose and Objectives	This course provides freelancers in the digital marketing and social media sector with an understanding of fundamental business principles essential for managing their freelance business effectively. It explores the nature of the free market system, different forms of business organization, and the challenges faced by freelancers in planning, organizing, and controlling their ventures.				
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Demonstrate knowledge of fundamental business principles and ethical practices applicable to the digital marketing and social media sector. 2. Understand entrepreneurship and small business management through real-life case studies relevant to freelancers. 3. Analyze the impact of globalization on the digital marketing and social media sector through financial case studies. 4. Evaluate the advantages and disadvantages of various business types and ownership structures for freelancers. 5. Apply principles of organization, management, leadership, and human resource management to their freelance practice. 6. Assess the influence of social and environmental factors on business operations in the digital marketing and social media sector.				
Prerequisites	None		Co-requisites		None

Course Content	**Fundamental Principles of Freelance Business Management:**
	Principles of business and economics for freelancers
	The private enterprise system and its relevance to freelancers
	Current challenges in the digital marketing and social media sector
	Business ethics and social responsibility for freelancers
	Economic forces affecting freelance businesses
	Forms of Business - Establishing a Freelance Business:
	Types of business ownership suitable for freelancers
	Establishing a freelance business: sole proprietorship, partnerships, and other models
	Understanding joint ventures, franchising, mergers, and acquisitions in the freelance context.
	Essentials of Organization and Management for Freelancers:
	General business organization and management principles
	Historical background and evolution of management science
	Practical management techniques for freelancers
	Decision-making processes for freelance business owners.
	Managing Freelance Business:
	Definition of organization for freelancers
	Formal and informal organizational structures
	Effective organizational charts for freelance businesses.
	Human Relations and Freelancer Motivation:
	Human Resource Management for freelancers
	Duties and responsibilities of HR in freelance businesses
	Staffing, training, and development strategies for freelance businesses
	Managing human relations and employment status as a freelancer.
Teaching Methodology	Face to face

Bibliography	Sethi, A., 2024. From Startup to Unicorn: An Essential Guide to Build, Scale and Sustain Value for Platform and Tech Startups. Springer Cham
	Broxholm T., Connect Master: Introduction to Business 1st Edition, McGraw-Hill, (2019)
	Ferrell O. C. , Hirt G., Ferrell L., Business Foundations: A Changing World, 12th Edition, McGraw-Hill (2019)
	Horowitz, S., & Toni Sciarra Poynter, T.S., 2012. The Freelancer's Bible: Everything You Need to Know to Have the Career of Your Dreams—On Your Terms. Workman Publishing Company.
	Ries, E., 2011. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Currency
Assessment	Mid Term: 30% Final Exam: 40% Assignment/Quizzes: 20% Class Participation: 10%
Language	Greek

Course Title	Introduction to Marketing				
Course Code	MRL100				
Course Type	Compulsory				
Level	Diploma (1st Cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Panikos Kanakis				
ECTS	6	Lectures / week	3 Hours /14 Weeks	Laboratories / week	
Course Purpose and Objectives	To introduce marketing fundamentals to students interested in pursuing a career in Digital Marketing and Social Media. Emphasis is placed on understanding the marketing mix, the business environment, and basic marketing concepts.				
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Describe the fundamentals of professional marketing practices through case study illustrations. 2. Explain the challenges and complexities of the marketing environment by applying them to a project. 3. Understand and describe the factors influencing main marketing functions such as pricing, product development, distribution, and promotion. 4. Analyze the factors that influence consumer purchasing decisions. 5. Understand the fundamentals of Marketing Research.				
Prerequisites	None		Required		
Course Content	**Course Structure:** **Introduction to Marketing and Marketing Environment** Understand the definition and importance of marketing, its concept evolution, and marketing management. Explore the marketing environment, including external macro and microenvironments, internal environment, and the marketing mix. **Understanding Consumer Behavior, Market Segmentation, and Product Planning** Analyze factors influencing consumer behavior and the decision-making process in buying. Learn about market segmentation, targeting, and bases for market segmentation.				

	Explore product planning and development, including product classification, innovation, and the new product development process. **Pricing Strategies, Distribution Channels, Promotion Mix, and Sales Management** Understand pricing strategies, including objectives and strategies. Explore distribution channels and the importance of physical distribution. Analyze promotion mix, including its importance, communication process, and promotional mix. Learn about personal selling and sales management, including the strategic personal selling process. **Marketing Research, Ethics, and Recent Developments** Explore marketing research and information systems, including the marketing research process. Discuss marketing ethics, social responsibility, and recent developments in marketing.	

Teaching Methodology	Teaching	42 Hours	
	Guidance	15 Hours	

Bibliography	Armstrong, G., & Agnihotri, P., 2023. Principles of Marketing. 19th ed. Pearson Malhotra, N.K., & Das, S., 2019. Marketing Research : An Applied Orientation. Pearson Keller, K., & Kotler, P., 2017. Μάρκετινγκ Μάνατζμεντ. Κλειδάριθμος. Boone, L.E., & Kurtz, D.L., 2021. Contemporary Marketing. 19th ed. Cengage Learning

Assessment	Mid-Term Exam	30%	
	Final	40%	
	Assignments	20%	
	Participation	10%	
	Total	100%	

Language	Greek

Course Title	Introduction to social media: Strategies and Platform Analysis				
Course Code	MSM100				
Course Type	Compulsory				
Level	Diploma (1st Cycle)				
Year / Semester	1st Year /1st Semester				
Teacher's Name	Anna Maria Evripidou				
ECTS	6	Lectures / week	3 Hours / 14 Weeks	Laboratories / week	None
Course Purpose and Objectives	Provide an explanation of the principles of marketing social media, its implications and strategic principles. In addition to the theories and tools of social media tools, the course offers practical experience with mass media. Also, we introduce students to online marketing to understand how they can contribute to the overall marketing strategy of a business. They will also gain insight into the various media used in online marketing and how they can be combined with each other.				
Learning Outcomes	Upon completion of the course, students are expected to: 1. Discuss critically the differences between social media and traditional media. 2. Describe the basic tools of social media. 3. Explains the impact of social media on market performance. 4. Explains how and why social media can potentially enhance customer relationships. 5. Discusses the ethical issues arising from the marketing of goods through social media. 6. Demonstrates the skills acquired through various studies and assignments. 7. Recognizes the role and importance of social media marketing in the overall marketing plan of a business. 8. Explains the role of social media in online marketing				
Prerequisites	None		Co-requisites	None	

Course Content	Analysis of recent developments and contemporary issues related to the subject of the course will be provided. The course will help students understand the importance of social media marketing and its role in a company's overall marketing plan. It will introduce the main social media platforms such as Instagram, Facebook, LinkedIn, TikTok, Google+ and X (Twitter) and the role they can play in promoting a business. Various strategies that can be developed according to business objectives will be explained, followed by tactics to achieve them. The course includes the following modules: • The changing business environment - new communication platforms and opportunities. • Social media and Web 2.0 as an integral part of the organization's communication efforts. • The classification of social media. • The differences between social media and traditional media. • The impact and strategic uses of social media; advantages of social media. • An overview and discussion of social media tools/social media websites e.g., Instagram, Facebook, X (Twitter), YouTube. • Critique of social media. • The role of research in social media. • Ethical issues in social media: (a) privacy and confidentiality issues, (b) terms of service, (c) consent and identity ethics in social networking services (real and virtual identities), and (d) can online friendships be equivalent to real ones or are they a weak substitute for personal relationships. • Creating a strategic social media marketing plan. • Ways to use Facebook/Instagram/TikTok as a promotional tool. • Methods of upgrading the corporate page on Facebook/Instagram/TikTok. • Creating a business profile on LinkedIn to attract potential clients. • Promoting the company on LinkedIn Recent development and contemporary issues related to the course.
Teaching Methodology	Face-to face

Bibliography	Μαναριώτη Αγάπη (2019). Οδηγός Social Media Marketing. Rosili. ISBN:978-618-5131-57-9 Macarthy, A. (2021) 500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, X, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More! Michelle Krasniak, Jan Zimmerman , Deborah Ng Social Media Marketing All-in-One For Dummies For Dummies, 2021 5th 978-1119696872
Assessment	Mid Term: 30% Final Exam: 40% Assignment: 20% Class Participation and Attendance: 10%
Language	Greek

Course Title	Interactive Marketing and Customer Engagement
Course Code	MSM110
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1st Year / 2nd Semester
Teacher's Name	Anna Maria Evripidou

ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None

Course Purpose and Objectives	The course takes a strategic approach to customer value creation and discusses a wide range of theories, techniques and tools aimed at fostering customer engagement. Such theories and tools spans across an array of business settings, including, but not limited to online and offline contexts.
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Explain what customer engagement is. 2. Analyze the role of customer experience management in customer engagement. 3. Analyze the relationship between customer value creation, co-creation, and customer engagement. 4. Explore how customer engagement differs in online and offline environments. 5. Develop an in-depth understanding of the mechanisms of creating and maintaining customer engagement. 6. Apply various online marketing strategies for customer engagement. 7. Structure promotional emails aimed at customer engagement, use mass email delivery platforms, and analyze the results. 8. Understand how paid advertising works on search engines. 9. Understand advertising display on websites within the Google Display Network. 10. Analyze website traffic results using Google Analytics.

Prerequisites	MRL100	Co-requisites	None

Course Content	• Customer relationship management: Different approaches - Benefits of CRM • Customer relationship management: Relationship factors – Value creation and Co-creation • Customer Experience: Definition and different approaches Customer Engagement: Definition and different approaches • Customer value creation and co-creation: the role of customer experience, customer relationships, and customer engagement • Customer engagement in online environments: the role of social media platforms; consumers' motivations for participating in online communities; Customer experience, negative e-WOM and crisis management on online platforms • Measurement and Management of customer engagement value: Analysis for customer engagement • Proper structuring of an email marketing campaign aimed at customer engagement, use of mass email delivery platforms, and analysis of their results • Application of search engine optimization practices for websites • Explanation of the mechanism for attracting hundreds of visitors using Google AdWords • Introduction to display advertising on thousands of websites in the Google Display Network • Analysis of visitors traffic results using Google Analytics
Teaching Methodology	Face to Face Teaching 42 Hours Consulting 15 Hours
Bibliography	Robert W. Palmatier, V. Kumar, Colleen M. Harmeling, Customer Engagement Marketing 1st ed. Gerardus Blokdyk Customer Engagement a Complete Guide
Assessment	Mid Term 25% Final Exam: 35% Project 30% Class Participation and Attendance 10%
Language	Greek

Course Title	Integrated Marketing Communications
Course Code	MSM115
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1st Year/ 2nd Semester
Teacher's Name	George Tofa

ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None

Course Purpose and Objectives	The aim of this course is to introduce students to the elements of the communications mix highlighting the need to adopt a holistic and synergetic approach, for the greatest possible impact of these communication elements.
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Explain the communication process 2. Discuss the role of marketing communications in marketing programs 3. Explain the various elements of the communications mix 4. Critically evaluate the effectiveness of each of the communication elements in different scenarios/examples. 5. Discuss the need to integrate the elements for the greatest impact 6. Identify the effect of social media in changing the way that organizations communicate with their audiences and especially the way that audiences are interacting with the organization. 7. Identify the ethical issues involved in marketing communications

Prerequisites	MRL100	Co-requisites	None

Course Content	Areas to be covered: Communication elements and process The role of marketing communications in marketing programs The marketing communications process Introduction/fundamentals of Integrated Marketing Communications. The elements of the IMC mix: Advertising, Sales promotion, PR,

	Personal selling, Direct Marketing
	Benefits and Barriers to Integrated Marketing Communications
	The central role of media
	The changing environment of marketing communications – the effect of social media in communication channels and the active consumer
	Regulations and ethics in marketing communications
	An introduction to Image / brand management and Customer/audience relationship management
Teaching Methodology	Face to face
Bibliography	Percy, L. 2023. Strategic Integrated Marketing Communications. 4th ed. Routledge
	Clow, K., & Baack, D., 2021. Integrated Advertising, Promotion, and Marketing Communications. 9th ed. Global Edition. Pearson
	Belch, G. & Belch, M., 2021. ISE Advertising and Promotion: An Integrated Marketing Communications Perspective. 12th ed. McGraw- Hill.
	Kitchen, P.J. & Tourky, M.E., 2022. Integrated Marketing Communications: A Global Brand-Driven Approach. 2nd ed. Palgrave Macmillan.
Assessment	Mid Term 30% Final Exam: 40% Assignments / Projects 20% Class Participation and Attendance 10%
Language	Greek

Course Title	Advertising Media Planning
Course Code	MSM120
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	1st Year / 2nd Semester
Teacher's Name	Panikos Kanakis

ECTS	6	Lectures/ Week	3 Hours / 14 weeks	Laboratories/ Week	None
Course Purpose and Objectives	The course is designed to provide students with a comprehensive understanding of mass media and its integration into the advertising process, encompassing both traditional and digital platforms. Students will learn about the planning and selection of mass media, with a focus on digital marketing and social media channels. They will analyze associated problems and decisions and gain practical experience in preparing media plans that are tailored to both traditional and digital landscapes				
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Analyze the role of mass media in the advertising process, focusing on both traditional and digital platforms. 2. Develop a comprehensive media plan, incorporating traditional and digital media channels, utilizing a step-by-step systematic approach. 3. Demonstrate practical application of key theories and practices in media planning through real-world examples from digital marketing and social media. 4. Evaluate and recommend alternative media choices to meet specific promotional needs, considering both traditional and digital media options.				

Prerequisites	None	Co- requisites	None

Course Content	**Section I: Introduction to Media Planning**
	Role of the media planner in advertising, covering traditional and digital platforms.
	Goals and integration of media plans in advertising strategies.
	Types of mass media systems: traditional and digital.
	Components of a comprehensive media plan for both traditional and digital landscapes.

	Section II: Media Information and Analysis
	Utilizing media information for effective planning.
	Analyzing demographic and media usage habits for digital marketing and social media targeting.
	Evaluating competitors' advertising strategies and spending patterns.
	Cost calculation and efficiency comparison of different media vehicles.
	Proficiency in media terminology for digital marketing and social media.
	Section III: Media Measurement and Analysis
	Understanding key media measurement metrics: Ratings, Share, Duplication, Reach & Frequency.
	Calculating and interpreting these metrics for effective media planning.
	Construction and interpretation of frequency distributions.
	Application of effective reach and frequency in digital marketing and social media campaigns.
	Section IV: Media Strategy and Implementation
	Developing and justifying media objectives using theory, including traditional and digital channels.
	Determining suitable media and continuity strategies for specific brands and goals.
	Creating comprehensive media schedules integrating traditional and digital channels.
	Analyzing media mix and budget allocation across various platforms.
	Evaluating proposed media schedules to meet brand objectives in digital marketing and social media.
	Presenting a comprehensive media plan integrating recent developments and contemporary issues in digital marketing and social media strategies.
Teaching Methodology	Face-to face
Bibliography	**Required Reading:** Kelley, L.D., 2022. Advertising Media Planning. 5th ed. Routledge Katz, H., 2019. The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying. 7th ed. Routledge Ζώτος, Γ. (2018) Διαφήμιση, Σχεδιασμός, Ανάπτυξη, Αποτελεσματικότητα, (6η) Θεσσαλονίκη: University Studio Press

Assessment	Mid Term:	30%
	Final Exam:	40%
	Assignments:	20%
	Class Participation:	10%
Language	Greek	

Course Title	Multimedia Marketing: Mobile and Video Strategies
Course Code	MSM130
Course Type	Compulsory
Level	Diploma
Year / Semester	1st Year / 2nd Semester
Teacher's Name	Marilia Kountouridou

ECTS	6	Lectures / week		Laboratories / week	3 hours/ 14 weeks

Course Purpose and Objectives	The aim of the course is to teach the importance of mobile devices in marketing and how to promoting through them. Students should be aware of mobile marketing practices and how to effectively implement them in the organization's promotion strategy.
Learning Outcomes	Upon completion of the course, students are expected to: 1. Recognize mobile device promotion techniques and advertising channels on mobile devices. 2. Implement SMS campaigns in a specific market. 3. Select the appropriate application to optimize effectiveness according to the target market. 4. Understand how to promote a business through mobile devices and can be applied to strategic promotion. 5. Understand how to organize an SMS campaign and how to organise the development of a website for mobile, mobile and QR codes.

Prerequisites	MRL100, MSM100	Required	

Course Content	The course contains mobile promotion techniques with SMS campaigns and mobile applications. It also contains the theory and importance of a company's presence on mobile devices through a website, and the use of QR codes for consumer interaction with organizations or businesses. • Introduction to Mobile Marketing. • The use of mobile devices by consumers and businesses. • Websites on mobile devices.

	- SMS Marketing. - QR codes. - Coupons via mobile devices. - Applications on mobile devices. - Using social networks from mobile devices. - Campaigns targeted to mobile devices
Teaching Methodology	Teaching 42 Hours Guidance 15 Hours
Bibliography	Jeff Klein (Author), Mobile Marketing: Successful Strategies for Today's Mobile Economy, 2013, ISBN: 1484138597 Ebook: Connecting QR Codes With Consumers Ebook: Top 5 Mobile Marketing Case Studies & How-tos" will provide you with proven marketing strategies to take advantage of mobile marketing.
Assessment	Mid-Term Exam 30% Final Exam 40% Assignments 20% Participation 10%
Language	Greek

Course Title	AI Fundamentals for Digital Marketers				
Course Code	HSS200				
Course Type	Compulsory				
Level	Diploma (1st Cycle)				
Year / Semester	2rd Year / 3rd Semester				
Teacher's Name	George Pallaris and George Tofa				
ECTS	6	Lectures/ Week	3 Hours / 14 weeks	Laboratories/ Week	None
Course Purpose and Objectiv es	This course introduces students to the intersection of AI and marketing, guided by a five-stage roadmap for integrating AI into marketing strategies. The course covers theoretical concepts, practical applications, and the ethical implications of AI, preparing students to implement AI solutions in real-world marketing scenarios. Course Objectives: 1. Understand the fundamental principles of AI as applied to marketing. 2. Follow the five-stage AI Marketing Canvas for developing AI-enhanced marketing strategies. 3. Develop hands-on skills in using AI tools for content creation, and marketing analysis. 4. Critically evaluate real-world case studies from leading brands that have successfully implemented AI in their marketing efforts.				
Learning Outcomes	By the end of this course, students will be able to: 1. Articulate the unique challenges and opportunities AI presents in marketing. 2. Deploy AI tools and technologies across different stages of marketing strategy development. 3. Design and lead AI-driven marketing campaigns. 4. Evaluate and address ethical concerns in AI implementation in marketing.				
Prerequisites	CSL100 , MSM110		Co- requisites	None	
Course Content	**Week 1-2: Introduction and The AI Marketing Canvas** • Overview of AI in marketing and introduction to the AI Marketing Canvas. • Reading: Chapters 1-3. • Workshop : Intorduction to AI TOOLS e.g. ChatGPT, MidJourney, Jasper **Week 3-4: AI and Marketing Essentials** • Exploring networks and nodes, and the customer relationship moments mental model. • Reading: Chapters 4-6. • Workshop: Analyzing customer data using AI. **Week 5-6: Foundation Stage** • Building the initial capabilities for AI in marketing. • Reading: Chapter 8. • Workshop: Setting up foundational AI tools.				

Week 7: Mid-Term Examination

Week 8-9: Experimentation Stage
- Conducting targeted experiments to gather insights.
- Reading: Chapter 9.
- Workshop: AI-driven A/B testing for campaign optimization.

Week 10-11: Expansion Stage
- Expanding the use of AI across marketing functions.
- Reading: Chapter 10.
- Workshop: Integrating AI into broader marketing strategies.

Week 12: Transformation Stage
- Transforming marketing strategies through AI.
- Reading: Chapter 11.
- Problem-Based Learning Task: Develop a comprehensive AI-driven marketing strategy.

Week 13: Monetization and Integration
- Strategies for monetizing AI capabilities and reviewing successful implementations.
- Reading: Chapters 12-13.
- Case Study Discussion: Starbucks and other brands.

Week 14: Final Examination

Workshops:
- Using AI for Customer Insights and Personalization
- AI-Driven Content Creation and Social Media Management (Chat GPT)
- Advanced AI Applications in Data Analysis and Campaign Management

Problem-Based Learning Task:
- Design and present an AI-driven marketing campaign for a product or service, demonstrating the application of stages from the AI Marketing Canvas. Include targeted customer analysis, content strategy, and expected outcomes.

Project Assessment Rubric :

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)	Not Evident (0 points)
Understanding of AI Marketing Canvas Stages	Demonstrates exceptional understanding and innovative application of all five stages in the AI Marketing Canvas.	Shows solid comprehension and application of the AI Marketing Canvas stages.	Some understanding and application, but missing key aspects or depth.	Limited understanding with minimal or incorrect application.	No understanding or application of the AI Marketing Canvas stages.
Customer Analysis	In-depth and insightful analysis using AI tools, with comprehensive data support.	Thorough analysis with clear data support using AI tools.	Basic analysis presented but lacks depth or detail.	Analysis is superficial with little to no data support.	No analysis or irrelevant data presented.
Content Strategy	Highly creative and tailored AI-driven content strategy, superbly aligned with audience needs.	Well-developed content strategy using AI, effectively meeting audience needs.	Content strategy is present but lacks creativity or full alignment with AI capabilities.	Incomplete or ineffective content strategy.	Content strategy is missing or not using AI.
Campaign Implementation Plan	Detailed and strategic implementation plan with innovative use of AI throughout the campaign.	Clear and logical implementation plan with proper use of AI.	Implementation plan is vague or lacks detailed AI integration.	Implementation plan is poorly developed or missing critical elements.	No implementation plan presented.
Expected Outcomes and Metrics	Clearly defined, realistic, and measurable outcomes with advanced metrics for AI-driven analysis.	Well-defined outcomes with appropriate metrics for success measurement.	Outcomes and metrics are stated but lack clarity or relevance.	Outcomes or metrics are unclear or unrealistic.	Outcomes and metrics are not defined or completely off-target.
Presentation Skills	Exceptionally clear, organized,	Clear and well-organized presentation	Presentation lacks some organization or	Presentation is poorly organized or	Presentation is incoherent or fails to convey

	engaging, and informative presentation with professional-quality visuals.	that communicates effectively.	clarity, impacting engagement.	hard to follow.	relevant information.
Innovation and Creativity	Outstanding creativity in AI application and campaign strategy, showing high levels of originality.	Solid creativity and good use of AI in developing campaign strategies.	Some creative elements, but largely standard approaches.	Minimal creativity or innovation in strategy and AI use.	Lacks creativity; does not incorporate AI effectively.
Ethical Considerations	Comprehensive consideration of ethical issues, with proactive strategies to address them.	Adequate addressal of ethical considerations relevant to AI usage.	Basic awareness of ethical considerations, but lacking proactive strategies	Ethical issues are mentioned but not effectively addressed.	Ethical considerations are ignored or not understood.

Teaching Methodology	Face-to face
Bibliography	**Required Reading:** Raj Venkatesan, & Jim Lecinski (2021) "The AI Marketing Canvas: A Five-Stage Road Map to Implementing Artificial Intelligence in Marketing", 1st Edition". ISBN 978-1503613164 **Recommended Reading** Paul Roetzer & Mike Kaput (2022) "Marketing Artificial Intelligence: AI, Marketing, and the Future of Business" ISBN 978-1637740798
Assessment	Mid Term: 30% Final Exam: 35% Assignments/Projects: 25% Class and Projects Participation: 10%
Language	Greek

Course Title	Relationship Building and Persuasive Communication
Course Code	MSM205
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	2nd Year / 3rd Semester
Teacher's Name	George Tofa

ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None

Course Purpose and Objectives	The course aims to equip students with the knowledge and skills necessary for effective communication, relationship building, and persuasive communication both in face-to-face interactions and online through social media. Students will learn about the theories and techniques of persuasive communication, as well as the principles of emotional intelligence, soft skills, and online relationship building.
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Utilize emotional intelligence and soft skills to enhance communication and relationship-building efforts. 2. Demonstrate a thorough understanding of the communication process its elements and an understanding of the role of the persuader. (Logos, Ethos and Pathos) 3. Properly apply communication techniques using social media. 4. Deliver clear and effective messages in face-to-face interactions and through electronic and print media 5. Recognize the utility of various social media platforms and apply correct approaches to develop relationships between organizations and consumers. 6. Identify persuasive communication strategies used for promoting attitude change through projects and role play. 7. Demonstrate an understanding of the ethical dimensions in persuasive communication efforts.

Prerequisites		Co-requisites	None
Course Content	**Areas to be covered:** **Foundations of Communication and Relationship Building:** Understanding the communication process (sender, message, channel, receiver, feedback). Verbal and nonverbal communication cues. Role of emotional intelligence and soft skills in communication. Building and maintaining relationships. **Understanding Persuasion and Ethos, Logos, and Pathos:** Thorough understanding of persuasion theories (Logos, Ethos, and Pathos) and the role of the persuader in communication. **Communication Techniques:** Communication techniques for face-to-face interactions and for electronic and print media. Proper application of communication techniques in social media. **Social Media Management and Relationship Development:** Recognition of various social media platforms and their utility. Correct approaches to develop relationships between organizations and consumers on social media and strategies for effective social media communication. **Ethical Dimensions in Communication:** Understanding the ethical considerations in communication. Ethical decision-making in persuasive communication efforts. Ethical responsibilities of communicators.		
Teaching Methodology	Face-to-face		
Bibliography	Weber, E.L., 2024. Effective Communication [3-in-1]: 115 Techniques to Connect With People by Mastering the Power of Words. Build Better Relationships by Conveying Your Message With Skill, Clarity, and Eloquence. Legends Books. Gao, M., 2023. Win Business with Relationships: Communication Strategies Inspired by Entrepreneurs & Taoism. Business Expert Press		

	Wilson, C., 2024. Strategies for Effective Online Community Building: Tools, Tactics, and Thoughtful Leadership in the Evolving Landscape of Digital Connection. Independently published.
	Catella, S., 2024. The Emotional Intelligence Skills Workbook: Improve Communication and Build Stronger Relationships. New Harbinger Publications.
	Smith, M. 2011. The New Relationship Marketing: How to Build a Large, Loyal, Profitable Network Using the Social Web. Wiley & Sons, Inc.
Assessment	Mid Term 30% Final Exam 40% Assignments 20% Class Participation and Attendance 10%
Language	Greek

Course Title	Influencer and Affiliate Marketing: Theory and Applications
Course Code	MSM210
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	2nd Year/3rd Semester
Instructor's Name	Marilia Kountouridou

ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None

Course Purpose and Objectives	This course is designed to provide students with the theories and techniques related to influence and affiliate marketing strategies.
Learning Outcomes	Upon completion of the course, students are expected to be able to: 1. Discuss the importance of influencers and collaboration marketing strategies. 2. Understand the positive impact of influence strategies on the company's image and sales. 3. To explore the various platforms used in influencer marketing and collaboration through practical application. 4. To create and develop influencer marketing strategies. 5. To identify appropriate influencers that align with the company's image. 6. To evaluate the characteristics of influencers in order to select the appropriate ones. 7. To understand how communication and negotiation with influencers are conducted. 8. To evaluate the effectiveness of influencer marketing strategy. 9. To understand the theories related to affiliate marketing and how it is applied in practice.

Prerequisites	MSM120		Co-requisites	None
Course Content	1. Introduction to influencer marketing and collaboration strategies 2. Influencer strategies and their impact on a company's image 3. Influencer strategies and their impact on company sales 4. Key platforms for influencer marketing such as Instagram, YouTube, TikTok, X (Twitter), etc. 5. The four M's of Influencer Marketing 6. Steps for determining influencer marketing strategy 7. Creating a strategic influencer marketing plan (budgeting, how and where to use influencers, finding the right influencers) 8. Working with influencers (common characteristics of influencers, negotiating with influencers) 9. Evaluating the effectiveness of influencer marketing strategy. 10. Theories related to affiliate marketing			
Teaching Methodology	Face-to-face			
Bibliography	1. Gordon Glenister (2021). Influencer Marketing Strategy: How to Create Successful Influencer Marketing 1st Edition, Kindle Edition. 2. Aron Levin (2019) Influencer Marketing for Brands: What YouTube and Instagram Can Teach You About the Future of Digital Advertising 1st ed. Edition. Michael T. Clark (2023). The Affiliate Marketing Bible: [5 in 1] The Pathway to Financial Freedom and Passive Income	A Complete Guide to Niche Selection, Website Building, Content Creation, and Scaling Your Business			
Assessment	Midterm Exam	30%		
	Final exam	40%		
	Assignments/Projects	20%		
	Participation in the course	10%		
Language	Greek			

Course Title	Contemporary Issues in Digital Marketing
Course Code	MSM215
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	2nd Year/ 3rd Semester
Teacher's Name	George Tofa

ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None

Course Purpose and Objectives	This course aims to provide participants with an in-depth understanding of the contemporary issues and challenges facing digital marketers today, enabling them to navigate the complex digital marketing landscape successfully. By examining these issues, participants will explore the key contemporary issues affecting digital marketing, understand their impact on digital marketing strategies and tactics, and develop strategies for addressing and overcoming these challenges in digital marketing campaigns.
Learning Outcomes	Upon succesful completion of this course students should be able to: 1. Identify and analyze key contemporary issues in digital marketing. 2. Understand the impact of contemporary issues on digital marketing strategies and tactics. 3. Develop strategies to address and overcome contemporary challenges in digital marketing campaigns. 4. Apply ethical and legal considerations when addressing contemporary issues in digital marketing.

Prerequisites	MRL100	Co-requisites	None

Course Content	
	Introduction to Contemporary Issues in Digital Marketing Understand the digital marketing landscape and its evolution. Recognize the importance of addressing contemporary issues. **Privacy and Data Protection** Learn about GDPR and its implications for digital marketers and understand data privacy laws and ethical data collection strategies. **Ad Blocking, Content Overload, and Fake News** Overcome ad blockers and content overload to reach target audiences effectively. Combat fake news to build trust and credibility with consumers. **Social Media Challenges and Influencer Marketing** Adapt to social media algorithm changes to maximize engagement. Manage social media crises effectively to protect brand reputation. Ensure authenticity and credibility in influencer partnerships.Measure ROI and effectiveness of influencer campaigns accurately. **AR, VR, and Emerging Technologies** Explore opportunities and challenges of AR and VR in marketing. Create immersive consumer experiences to enhance brand engagement. Analyze successful AR and VR campaigns through case studies. **Mobile Marketing Challenges and AI-driven Marketing** Optimize mobile marketing strategies for better reach and engagement. Overcome challenges such as smaller screen sizes and ad blockers. Leverage AI and automation ethically to enhance marketing efforts. Ensure data privacy and security in automated marketing processes. **E-commerce Competition and Innovation** Develop strategies to stand out in a crowded e-commerce market. Implement innovative e-commerce marketing techniques. Analyze successful e-commerce marketing campaigns for insights and inspiration.
Teaching Methodology	Face to face

Bibliography	Niininen, O. (Ed.). (2021). *Contemporary Issues in Digital Marketing* (1st ed.). London: Routledge. Papagiannis, Helen. Augmented Human: How Technology Is Shaping the New Reality. New York: O'Reilly Media, 2021 Struhl, S. (2019). Artificial Intelligence Marketing and Predicting Consumer Choice: An Overview of Tools and Techniques
Assessment	Mid Term: 30% Final Exam: 40% Assignments 20% Class Participation and Attendance 10%
Language	Greek

Course Title	Legal Frameworks and Ethical Challenges in the Digital Space
Course Code	MSM220
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	2rd Year / 4th Semester
Teacher's Name	Nikos Stavrou

ECTS	6	Lectures/ Week	3 Hours / 14 weeks	Laboratories/ Week	None

Course Purpose and Objectives	This course provides students with an understanding of the legal and ethical frameworks relevant to digital marketing practices. By exploring the legal system of Cyprus, basic legal principles, and specific legal issues that arise in digital marketing, the course aims to equip students with the knowledge necessary to navigate and address legal challenges in the digital marketing industry effectively.
Learning Outcomes	Upon successful completion of this course, students should be able to: 1. Analyze the legal system of Cyprus, focusing on its impact on digital marketing. 2. Understand and explain key legal principles such as constitutional law, torts, and contracts as they apply to digital marketing. 3. Evaluate the professional responsibilities and duty of care required of digital marketing professionals, with a focus on accounting and auditing roles. 4. Clarify the legal roles and obligations of agents within digital marketing contexts. 5. Interpret and apply laws related to partnerships and business organizations specific to digital marketing. 6. Ensure legal compliance and ethical management in applying legal principles to practical digital marketing scenarios.
Prerequisites	None	Co- requisites	None

Course Content	**1. The Legal System of Cyprus:** • Overview of the legal system with emphasis on aspects relevant to digital marketing. • Discussion on the application of the doctrine of necessity and protection of human rights in online marketing scenarios. **2. The Law of Torts:** • Exploration of torts common in digital marketing such as defamation online, privacy breaches, and "passing off". • Analysis of cases involving digital advertising mishaps and the associated legal ramifications. **3. Professional Negligence and the Law of Obligations:** • Case studies on the duty of care breaches by digital marketers and consequences in legal contexts. • Detailed examination of contract formations in online services and digital product agreements. **4. Relationship of Commercial Agent and Represented:** • Legal boundaries and challenges faced by digital marketing agents. • Discussion on the termination of commercial agents in the context of affiliate marketing and influencer partnerships. **5. Partnerships and Company Formation:** • Legal considerations for forming digital agencies and partnerships. • Specific laws related to e-commerce business formations and liabilities. **6. Corporate Governance and Reporting Duties:** • The role of digital ethics and corporate social responsibility in managing online customer data. • Legal requirements for digital marketing agencies regarding bookkeeping, advertisement disclosures, and data privacy.
Teaching Methodology	Face-to face
Bibliography	**Required Reading:** Ilia A. Kammitsi Michealides & Charalambos-Marios S. Karapatakis, "Cyprus Corporate and Business Law", latest edition".

	Κ. Δελούκα-Ιγγλέση, Νομικά θέματα Ηλεκτρονικού Εμπορίου, 2η έκδ., 2015 **Recommended Reading** Ι. Ιγγλεζάκης, Δίκαιο πληροφορικής, 5η έκδ., 2024 ISBN 978-960-648-804-7
Assessment	Mid Term: 35% Final Exam: 45% Assignments: 10% Class Participation: 10%
Language	Greek

Course Title	Design and Implementation of Digital Marketing Strategy
Course Code	MSM225
Course Type	Compulsory
Level	Diploma (1st Cycle)
Year / Semester	2nd Year / 4th Semester
Instructor's Name	Marilia Kountouridou

ECTS	6	Lectures / week	3 Hours/14 Weeks	Laboratories / week	NONE

Course Purpose and Objectives	To provide students with the capability of developing the appropriate digital strategies to deliver effective digital marketing communications
Learning Outcomes	Upon successful completion of this course students should be able to: 1. Discuss the latest innovations of digital marketing 2. Explain the various forms of digital marketing communications 3. Develop an effective digital communications campaign 4. Analyse and critically evaluate digital marketing using Google Analytics and other KPI tools 5. Be able to evaluate the various digital channels and determine which is/are the most appropriate in each case 6. Demonstrate through projects the acquired skills and competencies

Prerequisites	MRL100	Co-requisites	NONE

Course Content	• Introduction to digital marketing: customer online experience • Forms of digital marketing communication and specific issues in digital marketing communication: email lists and mobile marketing (activated through database marketing), social media, SEO (Search Engine Optimization), website optimization, click-through rates, and online testing • KPI formats, such as Google Analytics • Digital marketing communications between businesses and consumers and among businesses • Digital marketing channels as a key part of effective marketing campaigns: characteristics, advantages,

	and disadvantages. How to use digital media (such as Facebook pages, links, YouTube videos, and QR codes) to support digital campaigns. • Campaign design: a) campaign planning & objectives, b) budgeting, c) target market - audience, d) tactics, and e) online analytics/measurement to gauge campaign effectiveness • Viral marketing - definition, methods • Relationship marketing using digital platforms (e-CRM) - customer engagement Recent developments and contemporary issues pertaining to the subject-matter of the course (especially in light of the dynamic nature of digital marketing communications).
Teaching Methodology	Face-to face
Bibliography	**Required Reading:** Chaffey, D. and Ellis-Chadwick, F (2012). Digital Marketing Strategy, Implementation and Practice, Pearson Education Ltd, England **Recommended Reading** Digital Marketing Strategy: An Integrated Approach to Online Marketing Kindle Edition by Simon Kingsnorth (2022) Google Analytics 4: The Data-Driven Marketing Revolution: +3 Must-Have Reports That Will Change The Way You Do Business Kindle Edition by Galen Poll (2024) Digital Marketing 8th Edition by Dave Chaffey (Author), Fiona Ellis-Chadwick (Author) (2022)
Assessment	Final Exam 30% Project 60% Attendance/Class Participation 10%
Language	Greek

APPENDIX 4: COURSE OUTLINE SAMPLE

Cyprus College

Limassol Campus

Μάθημα/Κωδικός/Τμήμα: MAR316 A			
Τίτλος: Ηλεκτρονικό Μάρκετινγκ			
Προαπαιτούμενο (α): Δεν υπάρχει προαπαιτούμενο μάθημα	**Credits/ECTS:** 3/6	**Ημέρα/ώρα:** Δευτέρα 18:10-21:00	**Αίθουσα Διδασκαλίας:** 202

Εκπαιδευτής: Δρ. Μαρίλια Κουντουρίδου	**Email:** m.kountouridou@external.cycollege.ac.cy	**Γραφείο:** Μεσοπάτωμα
	Τηλέφωνο: 25-867300	**Ώρες Γραφείου**: Με ραντεβού

Περιγραφή Μαθήματος:

Να μπορούν οι φοιτητές να αξιολογήσουν επαγγελματικά μοντέλα Μάρκετινγκ στο διαδίκτυο, τα μέρη τους, σχετικές στρατηγικές και χρηματοοικονομικές πτυχές . Να μάθουν πως προετοιμάζεται ανάλογη στρατηγική

Μαθησιακά Αποτελέσματα:

Με την ολοκλήρωση του μαθήματος οι διδασκόμενοι αναμένεται να είναι σε θέση να:

1. Δυνατότητα χρήσης των θεωρητικών βάσεων του Ε-μάρκετινγκ σε διαφορετικές περιστάσεις.
2. Δυνατότητα επεξήγησης του επιχειρηματικού περιβάλλοντος του Ε-μάρκετινγκ.
3. Ικανότητα χρήσης των δεξιοτήτων του Ε-μάρκετινγκ μέσα από την ανάλυση τύπου case study.
4. Ικανότητα ενασχόλησης σε σχετικές εργασίες στην αγορά.
5. Ικανότητα να κατανοήσουν την ιδιομορφία αλλά και τις προκλήσεις στον τομέα.

Βασικά Εγχειρίδια:

Κορωναίου, Μαριλένα, (2009) *Μάρκετινγκ και διαφήμιση μέσω της Google*

Σιώμκος, Γεώργιος (2004) *Στρατηγικό Ηλεκτρονικό Μάρκετινγκ*

Sandhusen, Richard L. (2003) *Το Μάρκετινγκ στην Παγκόσμια Αγορά και στο Internet*

Dann, Stephen (2011) *E-Marketing: theory and application*

Προτεινόμενη Βιβλιογραφία:

Collins, Shawn (2010) *Internet marketing from the real experts*

Todaro, Miguel (2007) *Internet marketing methods revealed: the complete guide to becoming an internet marketing expert*

Αναμένεται από τον φοιτητή-τρια να επιστρέψει το συμπληρωμένο έντυπο με τις πραγματικές ώρες μελέτης στον διδάσκοντα-ουσα η στην τελευταία συνάντηση η την μέρα των τελικών εξετάσεων.

ΜΑΘΗΜΑ:	MAR316 Α-Ηλεκτρονικό Μάρκετινγκ	ΤΕΤΡΑΜΗΝΟ:	Εαρινό Τετράμηνο 2024	Week Workload Guide

| ΣΥΝΑΝΤΗΣΗ ΕΒΔΟΜΑΔΑ | ΘΕΜΑ | ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ | ΦΟΡΤΟΣ ΕΡΓΑΣΙΑΣ ΦΟΙΤ | | | |
			Ώρες Διδασκαλίας	Υπολ. ώρες μελέτης	Πραγμ. ώρες μελέτης	Αξιολόγηση 100 %
1	Εισαγωγή στο Ε-μάρκετινγκ Σύγχρονες τάσεις και προοπτικές	1, 3, 5	3	9		
2	Θεωρίες που σχετίζονται με το Ε-μάρκετινγκ	3, 4	3	9		
3	Επιχειρηματικά μοντέλα Μάρκετινγκ στο διαδίκτυο	1, 3	3	9		
4	Επιχειρηματικό περιβάλλον και Ε-μάρκετινγκ – Προκλήσεις και ευκαιρίες Ανάλυση τύπου case study. (Μέρος 1)	1, 2, 3, 4, 5	3	9		
5	Επιχειρηματικό περιβάλλον και Ε-μάρκετινγκ – Προκλήσεις και ευκαιρίες Ανάλυση τύπου case study. (Μέρος 2)	1, 2, 3, 4, 5	3	9		
6	Καταναλωτές και Ε-μάρκετινγκ	1, 4, 5	3	9		
7	Ενδιάμεση Εξέταση		2			25%
8	Χρηματοοικονομικές πτυχές και Ε-μάρκετινγκ	3, 5	3	9		
9	Έρευνα μάρκετινγκ στο διαδίκτυο	2, 3, 5	3	9		
10	Στρατηγικές μάρκετινγκ στο διαδίκτυο	1,4, 5	3	9		
11	Ειδικά θέματα στρατηγικού ηλεκτρονικού μάρκετινγκ	1, 3, 4, 5	3	9		
12	Διακοπές Πάσχα					
13	Διακοπές Πάσχα					
14	Παρουσίαση εργασίας εξαμήνου		3	9		
15	Επανάληψη για την τελική εξέταση		3	9		
16-17	Τελικές Εξετάσεις		2,5			35%
Εργασίες		1, 2, 3, 4, 5				30%
Συμμετοχή/ Παρακολούθηση						10%
ΣΥΝΟΛΟ						100%

A. Εσωτερικοί Κανονισμοί για Ακαδημαϊκή Δεοντολογία και Πειθαρχία φοιτητών/τριών

Το κολλέγιο έχει την ευθύνη να διατηρεί και να προωθεί την ποιότητα της επιστημονικής γνώσης, όπως επίσης να διασφαλίζει ότι οι φοιτητές/τριες του αντιλαμβάνονται τι είναι η ακαδημαϊκή λειτουργία των φοιτητών/τριών του. Τέτοια αδικήματα συνεπάγονται ποινές. Οι φοιτητές/τριες πρέπει να διαβάσουν προσεκτικά τους εσωτερικούς κανονισμούς για την Ακαδημαϊκή Δεοντολογία και Πειθαρχία φοιτητών/τριών και προτρέπονται να ζητήσουν τη βοήθεια και καθοδήγηση του Τμήματος όσον αφορά τη δεοντολογική ακαδημαϊκή πρακτική, ιδιαίτερα όσον αφορά τη χρήση υλικού από πηγές του διαδικτύου. Με αυτό τον τρόπο μπορούν να αποφύγουν οποιαδήποτε μη εσκεμμένη ανεντιμότητα.

Οι πιο κάτω όροι υποδεικνύουν τους τύπους της δεοντολογικής πρακτικής.

i. Πρωτοτυπία
Για τους σκοπούς της Πολιτικής Ακαδημαϊκής Δεοντολογίας «πρωτότυπη» εργασία είναι γνήσια δουλειά που παράγεται για τη συγκεκριμένη προς αξιολόγηση μελέτη από το φοιτητή/τρια, η οποία φέρει το όνομα του/της. Οποιαδήποτε χρήση ιδεών ή επιστημονικής γνώσης άλλων (πρέπει να) είναι διακριτή. Η «εργασία» δεν περιλαμβάνει μόνο γραπτό υλικό αλλά και προφορικό, ακουστικό, οπτικό, ή άλλο υλικό που έχει υποβληθεί για βαθμολόγηση.

ii. Ακαδημαϊκή Ανεντιμότητα
Η ακαδημαϊκή ανεντιμότητα καθορίζεται από την έκταση και το επίπεδο της πρόθεσης. Κατά την εκτίμηση της έκτασης ή κλίμακας ανεντιμότητας ο διδάσκων/ διδάσκουσα θα αξιολογήσει πόση από τη δουλειά του φοιτητή/τριας είναι δική του μετά την αφαίρεση όλου του αναγνωρισθέντος υλικού πηγών. Σε καμία περίπτωση, δουλειά που είναι προϊόν λογοκλοπής μπορεί να συνυπολογισθεί για τον καθορισμό ενός βαθμού. Η πρόθεση για εξαπάτηση αποτελεί την πλέον σημαντική ακαδημαϊκή ανεντιμότητα την επιβολή βαριών ποινών στο φοιτητή/τρια και η παράβαση θα καταγράφεται επίσημα και μόνιμα στο φάκελο του φοιτητή/τριας.

iii. Λογοκλοπή
Λογοκλοπή είναι η παρουσίαση από ένα/μια φοιτητή/τρια της δουλειάς κάποιου άλλου ως δικής του/της.
Περιλαμβάνει τα πιο κάτω:
▪ Υποβολή από ένα φοιτητή/τρια της δουλειάς κάποιου άλλου ως δικής του.
▪ Παράφραση ή συντόμευση κειμένου χωρίς την αναγνώριση της πηγής του υλικού.
▪ Αυτούσια παραπομπή ή αντιγραφή λέξεων από μέρος ή ολόκληρη δουλειά, ιδεών, ή επιστημονικής γνώσης κάποιου άλλου χωρίς τον προσδιορισμό της ταυτότητας του, αναγνώριση ή αναφορά.
▪ Υποβολή από ένα φοιτητή/τρια δουλειάς που αγοράστηκε, που δανείστηκε, ή έρευνας, άρθρων και σχεδίων εργασίας που κλάπηκαν.

iv. Δολίευση
Δολίευση είναι η παροχή ή λήψη μη εξουσιοδοτημένης βοήθειας για αθέμιτη εκμετάλλευση πριν, κατά τη διάρκεια ή μετά από εξέταση, διαγώνισμα, παρουσίαση ή άλλη αξιολόγηση, όπως:
▪ Συνεργασία εκ των προτέρων αν αυτό απαγορεύεται ειδικά από το διδάσκοντα
▪ Προφορική συνεργασία κατά τη διάρκεια της εξέτασης, εκτός και αν αυτό επιτρέπεται ειδικά από το διδάσκοντα
▪ Η χρήση σημειώσεων, βιβλίων, ή άλλων γραπτών βοηθημάτων κατά τη διάρκεια της εξέτασης, εκτός και αν αυτό επιτρέπεται ειδικά από το διδάσκοντα.
▪ Η χρήση κωδικών ή σημάτων που αποσκοπούν στην επικοινωνία με άλλους φοιτητές/τριες μέσα στην αίθουσα εξέτασης.
▪ Το να κοιτάζει ο ένας πάνω στο γραπτό κάποιου άλλου και/ή να επιτρέπει σε άλλο φοιτητή/τρια να κοιτάζει στο γραπτό του κατά τη διάρκεια της εξεταστικής περιόδου.
▪ Διαβίβαση οποιωνδήποτε πληροφοριών σε φοιτητές/τριες που δεν έχουν ακόμη παρακαθίσει σε εξετάσεις.
▪ Παραποίηση αποδεικτικών στοιχείων μιας εξέτασης διευθετώντας με άλλο/η φοιτητή/τρια να παρακαθίσει σε μια εξέταση στη θέση του ή στη θέση του ίδιου.
▪ Προσποιούμενος/η ότι έχει παρακαθίσει στην εξέταση αλλά να μην παραδίδει το γραπτό του/της και μετά να ισχυρίζεται ότι το απώλεσε ο διδάσκων/διδάσκουσα.

v. Συμπαιγνία
Συμπαιγνία είναι η λανθασμένη αντιπροσώπευση από ομάδες φοιτητών/τριών οι οποίοι εν γνώσει τους βοηθούν ο ένας τον άλλο για να επιτύχουν ένα αθέμιτο εξεταστικό πλεονέκτημα. Περιλαμβάνει:
▪ Αντιπροσώπευση της δουλειάς διαφόρων προσώπων ως δουλειάς ενός φοιτητή/τριας με την εν γνώσει ανάμειξη και των δύο μερών στη διευθέτηση
▪ Αντιπροσωπεύοντας τη δουλειά ενός φοιτητή/τριας ως δουλειάς μιας ομάδας φοιτητών/τριών με την εν γνώσει ανάμειξη και των δύο μερών στη διευθέτηση.
▪ Ηθελημένη πολλαπλή διανομή αντιγράφων των μελετών, άρθρων ή σχεδίων εργασίας ενός/μιας φοιτητή/τριας σε άλλους φοιτητές/τριες για υποβολή μετά την μετονομασία της μελέτης ως δικής τους.

vi. Χάλκευση
Χάλκευση είναι η ψευδής αντιπροσώπευση δεδομένων έρευνας ή «περιστασιακού υλικού» σαν πρωτότυπης αυθεντικής δουλειάς για υποβολή για βαθμολόγηση. Παραδείγματα είναι:
▪ Επινόηση δεδομένων.
▪ Ηθελημένη παράλειψη μερικών δεδομένων προς απόκτηση επιθυμητών αποτελεσμάτων που δεν ανταποκρίνονται στην πραγματικότητα.

Ποινές και Διαδικασίες
Ένα μέλος του διδακτικού προσωπικού, αφού αξιολογήσει την έκταση της ανεντιμότητας και το επίπεδο της πρόθεσης και αποδείξει την ακαδημαϊκή ανεντιμότητα, μπορεί να χρησιμοποιήσει μια ή συνδυασμό από τις ακόλουθες ποινές και διαδικασίες:
▪ Να απαιτήσει να ξαναγραφτεί μια μελέτη/εργασία που περιέχει ύλη που αποτελεί προϊόν λογοκλοπής.
▪ Να μειώσει το βαθμό μιας έκθεσης ή ενός σχεδίου εργασίας.
▪ Να μηδενίσει το βαθμό ενός μαθήματος.
▪ Να μηδενίσει ένα μάθημα.
▪ Να παραπέμψει την περίπτωση στη Πειθαρχική Επιτροπή για περαιτέρω μέτρα τα οποία μπορεί να περιλαμβάνουν αναστολή ακαδημαϊκής φοίτησης ή αποβολή.

Αναμένεται ότι οι διδάσκοντες θα αναφέρουν γραπτώς στο Γραφείο Εγγραφών (μέσω του Προέδρου του Τμήματος) όλες τις επιβληθείσες ποινές, με σύντομη περιγραφή του περιστατικού, αποστέλλοντας αντίγραφα στον Κοσμήτορα της σχετικής σχολής και στον Πρύτανη. Εάν ένας/μια διδάσκων/διδάσκουσα ανακοινώσει ότι ένας φοιτητής/φοιτήτρια έχει μηδενιστεί στο μάθημα λόγω ακαδημαϊκής ανεντιμότητας, ο/η τιμωρηθείς/σα φοιτητής/τρια δεν επιτρέπεται να αποσυρθεί από το μάθημα.

Β. Σύστημα Βαθμολόγησης:

Βαθμός	Επεξήγηση	Μονάδες	Ποσοστό
A	Άριστα	4.0	90 και άνω
B+	Πολύ Καλά	3.5	85 - 89
B	Καλά	3.0	80 - 84
C+	Σχεδόν Καλά	2.5	75 - 79
C	Μέτρια	2.0	70 - 74
D+	Κάτω του Μετρίου	1.5	65 - 69
D	Φτωχά	1.0	60 - 64
F	Αποτυχία	0	--
I	Ελλιπής	0	--
W	Απόσυρση	0	--
P	Pass	0	--
AU	Audit	0	--

(α) Ο βαθμός «I» δίνεται όταν ο φοιτητής/τρια έχει διατηρήσει ικανοποιητικές επιδόσεις κατά την διάρκεια του μαθήματος αλλά δεν ήταν σε θέση να ολοκληρώσει επιτυχώς ένα μέρος των εργασιών και των απαιτήσεων του μαθήματος (π.χ. τελική εξέταση) και οι λόγοι που προβάλλονται έγιναν αποδεκτοί από τον καθηγητή/τρια του συγκεκριμένου μαθήματος.

Είναι ευθύνη του φοιτητή/τριας να προσκομίσει όλα τα απαραίτητα δικαιολογητικά που επεξηγούν πλήρως τους λόγους για τους οποίους δεν καθίσταται δυνατή η επιτυχής συμπλήρωση των απαιτήσεων του μαθήματος καθώς και η συνεννόηση για τη διαδικασία ολοκλήρωσής του.

Είναι υποχρέωση του φοιτητή/τριας, ύστερα από συνεννόηση με τον καθηγητή/τρια να εκπληρώσει τις εναπομείνασες υποχρεώσεις του μαθήματος εντός των πρώτων τεσσάρων εβδομάδων του επόμενου τετραμήνου. Αποτυχία του φοιτητή/τριας να ολοκληρώσει τις εργασίες στο συγκεκριμένο χρονικό πλαίσιο θα οδηγήσει σε αποτυχία (F) του συγκεκριμένου μαθήματος.

(β) Ο βαθμός «W» υποδηλώνει την απόσυρση από ένα μάθημα πριν από την συγκεκριμένη χρονική περίοδο που αναφέρεται στην πολιτική απόσυρσης.

(γ) Ο βαθμός «P» δεν υπολογίζεται στο γενικό μέσο όρο (G.P.A.) αλλά συνυπολογίζεται έναντι των πιστωτικών μονάδων.

(δ) Ο βαθμός «F» υπολογίζεται στο γενικό μέσο όρο (G.P.A.).

(ε) Μαθήματα τα οποία μεταφέρονται από άλλο ακαδημαϊκό ίδρυμα δεν συνυπολογίζονται στον υπολογισμό του γενικού μέσου όρου (G.P.A.).

(ζ) Ο φοιτητής/τρια για να είναι σε θέση να αποφοιτήσει, ο γενικός μέσος όρος (G.P.A) του/της πρέπει να είναι **μεγαλύτερος ή ίσος του 2.00.**

* **Με εγκύκλιο του Υπουργείου Παιδείας και Πολιτισμού ημερομηνίας 19 Απριλίου 2013, <u>το υποχρεωτικό ποσοστό παρουσιών στην τάξη είναι 80%.</u>**

Η ελλιπής φοίτηση θα έχει επίπτωση στον τελικό βαθμό.

APPENDIX 5: FINAL TABLE 2: COURSE DISTRIBUTION PER SEMESTER

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
				A' Semester				
1.	Compulsory	Introduction to Digital Technologies	CSL100	3	50	14	42	6
2.	Compulsory	Freelance Business Essentials	BSL100	3	50	14	42	6
3.	Compulsory	Introduction to Marketing	MRL100	3	50	14	42	6
4.	Compulsory	Introduction to social media: Strategies and Platform Analysis	MSM100	3	50	14	42	6
5.	Compulsory	Visual Communication and Graphic Design for Digital Marketing	MSM105	3	50	14	42	6
				B' Semester				
6.	Compulsory	Interactive Marketing and Customer Engagement	MSM110	3	50	14	42	6
7.	Compulsory	Integrated Marketing Communications	MSM115	3	50	14	42	6

8.	Compulsory	Advertising Media Planning	MSM120	3	50	14	42	6
9.	Compulsory	Web & E-commerce Content Development and Management	MSM125	3	50	14	42	6
10.	Compulsory	Multimedia Marketing: Mobile and Video Strategies	MSM130	3	50	14	42	6
C' Semester								
11.	Compulsory	AI Fundamentals for Digital Marketers	HSS200	3	50	14	42	6
12.	Compulsory	Digital and Social Media Advertising Management	MSM200	3	50	14	42	6
13.	Compulsory	Relationship Building and Persuasive Communication	MSM205	3	50	14	42	6
14.	Compulsory	Influencer and Affiliate Marketing: Theory and Applications	MSM210	3	50	14	42	6
15.	Compulsory	Contemporary Issues in Digital Marketing	MSM215	3	50	14	42	6
D' Semester								
16.	Compulsory	Legal Frameworks and Ethical Challenges in the Digital Space	MSM220	3	50	14	42	6

17.	Compulsory	Design and Implementation of Digital Marketing Strategy	MSM225	3	50	14	42	6
18.	Compulsory	Web Analytics and Data-Driven Digital Marketing	MSM230	3	50	14	42	6
19.	Compulsory	Search Engine Optimization: Techniques and Best Practices	MSM235	3	50	14	42	6
20.	Compulsory	Internship in Marketing Communications	MSM240	3	50	14	42	6

APPENDIX 6: ANNA MARIA EVRIPIDOU CVS

Ευριπίδου Άννα Μαρία

Η κα. Άννα Μαρία Ευριπίδου είναι πτυχιούχος Διοίκησης Επιχειρήσεων από το Cyprus College. Επίσης, κατείχε τον τίτλο του «εκπροσώπου φοιτητών» στο Cyprus College Λεμεσού για 2 χρόνια. Επιπλέον, κατέχει επαγγελματικά πιστοποιητικά στους τομείς «Πρακτικές Εφαρμογές και Στρατηγικές Ψηφιακού Μάρκετινγκ», «Πρακτικές Εφαρμογές και Στρατηγικές Μάρκετινγκ για Μέσα Κοινωνικής Δικτύωσης και «Πρακτικές Εφαρμογές και Στρατηγικές Μάρκετινγκ για Μηχανές Αναζήτησης». Επιπλέον, εργάστηκε ως υπεύθυνη μάρκετινγκ και συντονίστρια εκδηλώσεων στην Dacor Advertising and Media.

Σύντομο Προφίλ Ακαδημαϊκού Προσωπικού / Σύντομο Βιογραφικό Σημείωμα

Ίδρυμα:	Cyprus College Λεμεσού
Επίθετο:	Ευριπίδου
Όνομα:	Άννα – Μαρία
Βαθμίδα/Θέση:	
Πρόγραμμα Σπουδών:	Διαδικτυακό Μάρκετινγκ & Μέσα Κοινωνικής Δικτύωσης
Επιστημονικό Πεδίο: *	Μάρκετινγκ (μέσα κοινωνικής δικτύωσης)

* Εξειδίκευση

Ακαδημαϊκά Προσόντα / Τίτλοι Σπουδών				
(οι καταχωρήσεις να γίνουν αρχίζοντας από τον πιο υψηλό τίτλο)				
Ακαδημαϊκός Τίτλος	**Έτος**	**Ίδρυμα**	**Τμήμα**	**Τίτλος Διατριβής**
Διοίκηση Επιχειρήσεων	2019 – 2023	Cyprus College Λεμεσκού		Η επίδραση των μέσων κοινωνικής δικτύωσης στην απόδοση των επιχειρήσεων.