

Doc. 300.1.2

Date: 8/4/2026

Higher Education Institution's Response

- **Higher Education Institution:**
CTL EUROCOLLEGE

- **Town:** LIMASSOL

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

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη / 240 ECTS / Πτυχίο)

In English:

Business Administration (4 years / 240 ECTS / Degree)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

Greek language: Διοίκηση, Μάρκετινγκ Λογιστική.

English language: Management, Marketing, Accounting

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The Accounting concentration stands out as a well-designed track, fully aligned with professional bodies like ACCA and ICAEW, which enhances its credibility and employability prospects. However, the Management and Marketing concentrations face issues due to considerable overlaps in their course content. For instance, in the Management concentration, there is redundancy between International Management and International Business, as well as between Operations Management and Quality Management.</p>	<p>Although “International Business” and “International Management” are closely related, they differ in scope, analytical focus, and learning outcomes.</p> <p>The “International Business” course primarily examines the external environment of cross-border operations were the “International Management” concentrates on the internal managerial processes required to operate effectively across cultures and borders.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. Refined the content of the courses “International Management” and “International Business” with the latter renamed to “Global Business” to avoid overlap. 2. Refined the content of “Quality Management” to avoid overlap with “Operations Management”. <p>Please refer to Annex 1: Syllabi and Annex 3: Revised programme structure.</p>	<p>Choose level of compliance:</p>
<p>Similarly, the Marketing concentration includes repetitive topics such as Market Research and Research Methodology in Semester 5, along with multiple courses on social media and digital marketing that could be streamlined for greater efficiency. The programme would benefit from consolidating similar units to eliminate redundancy. Creating a document (e.g., a cross table) mapping the learning objectives per course unit would facilitate this process</p>	<p>We appreciate the EEC’s suggestion to restructure the mapping into an alternative format in order to enhance visual clarity.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. A new mapping has been designed in a cross-table format. 2. The courses “Market Research” and “Research Methodology” have been merged and renamed “Final Project Phase I” in line with the EEC’s suggestion to enhance 	<p>Choose level of compliance:</p>

	<p>the level of the final project and, consequently, increase its workload in ECTS.”</p> <ol style="list-style-type: none"> 3. The courses “Social Media” and “Advanced Social Media” have been merged in one course named “Social Media”. 4. The course “Digital Marketing” has been refined and renamed to “Marketing & Digital Age”. 5. The course “Digital Marketing Strategy” has been refined and renamed to “Digital Marketing Optimization strategies”. 6. As a result of the above course mergers, and in order to maintain an even number of courses within each major, a new course titled “Sustainable and Green Marketing” has been introduced into the Marketing major.” <p>Please refer to Annex 1: Syllabi, Annex 2: Cross-table mapping and Annex 3: Revised programme structure.</p>	
<p>Given the scale of operations of the College, there is a risk that not all concentrations can be run simultaneously, potentially leading to low student numbers in some tracks and affecting student satisfaction. To mitigate this, a contingency plan should be in place to ensure students are not left disappointed if their preferred concentration is unavailable.</p>	<p>We recognize the risk of low enrolment in certain majors and the potential impact on student satisfaction if their preferred major is unavailable.</p> <p>Actions taken:</p> <p>To address this, we have issued the new procedure “Low enrollment contingency plan” that includes:</p> <ol style="list-style-type: none"> 1. Establishing minimum enrolment thresholds of eight (8) students for each major, which will be clearly communicated to students in the Letter of Acceptance. 2. All new students are informed during their initial registration that if their chosen major is not 	<p>Choose level of compliance:</p>

	<p>offered due to an insufficient number of registrations, they will automatically be enrolled in the Management major or will be asked to select an alternative major, provided another option is available.</p> <p>3. On completion of the 4th semester and during their registration for the 5th semester students should confirm their preference on major enabling the College to determine which majors are likely to run and to inform students in a timely manner.</p> <p>Please refer to Annex 5: Procedures.</p> <ul style="list-style-type: none"> • Aca_OIP_40 	
<p>The current allocation of 6 ECTS for the final project seems insufficient, considering the extensive workload it entails. The EEC suggests increasing the ECTS for the final project to better reflect its demands and redesigning the project to provide clearer expectations regarding data collection and research output. Such extension would allow for more elaboration on the different learning goals, like the application of theory, and the application of data analytical methods.</p>	<p>Actions taken:</p> <ol style="list-style-type: none"> 1. The courses “Market Research” and “Research Methodology” have been merged and renamed “Final Project Phase I” to enhance the level of the final project and, consequently, increase its workload in ECTS. (6 ECTS) 2. The “Final Project” syllabus has been renamed to “Final Project Phase II” and refined to reflect to the requirements of each major carrying 6 ECTS. Total 12 ECTS. <p>Please refer to Annex 1: Syllabi</p>	<p>Choose level of compliance:</p>
<p>To optimize resources and improve the programme’s overall efficiency, courses could be shared across concentrations, such as introducing Corporate Social Responsibility (CSR) as a common unit.</p>	<p>Action taken:</p> <ol style="list-style-type: none"> 1. In order to implement this suggestion, we removed the course “Business Ethics” and introduced the new course “Corporate Social Responsibility,” due to limitations on the total 240 ECTS allocated to the programme and the need for an even distribution across majors. 	<p>Choose level of compliance:</p>

	<p>Please refer to Annex 1: Syllabi and Annex 3: Revised programme structure.</p>	
<p>Additionally, formalizing a curriculum review cycle and systematically monitoring student workload would ensure that ECTS allocations accurately reflect the actual demands of each course.</p>	<p>We would like to refer that we follow the procedures below:</p> <p>Annual Programme Review is completed at the end of each academic year which consists of:</p> <ol style="list-style-type: none"> 1. Faculty Evaluation 2. Lecturer and Course Evaluation by students 3. Classification of students' progress results <p>Programme accreditation is conducted every five years. During this process, the programme structure and course syllabi are reviewed to ensure quality, validity, and sustainability.</p> <p>Lecturers Evaluation by the Academic Dean is completed once per academic year through a visit in class. constructive feedback and suggestions for improvement is provided to all Lecturers</p> <p>Lecturers Evaluation by the Students completed with an online tool one month prior the final examination period.</p> <p>Mid-term Student Feedback Lecturers are encouraged to conduct an anonymous survey between their students immediately after the completion of the mid-term examination. The Mid-term Student Feedback aims in collecting targeted and specific information for improving the teaching methodology used by the Lecturer.</p> <p>Student Satisfaction Survey completed with an online tool at the end of the academic year.</p>	<p>Choose level of compliance:</p>

Course Syllabus and Course Outline. At the beginning of each semester all Lecturers complete and submit for approval to the Dean the outlines of the assigned courses. The course outline complies with the course syllabus and includes important information regarding the College’s regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.

The following table is included in both the Course Syllabus and Outline.

Estimated Student workload

Activity	Hours
<u>Class attendance</u>	
1) Theoretical aspects (Lecture)	(Hours)
2) Activities Learning (Please define here which activities are used for this course, e.g: role play, gamification, discussion, hackathon etc, requiring students active learning)	(Hours)
Independent Study	
Midterm	2
Define which type of assignment is used for this course (e.g: Project / Presentation / essay / case study or other and if this is Individual or Group Work	
Midterm exam Preparation	

Final Exam Preparation	
Final Examination	3
Total	150

Action taken:

1. We have revised the Annual Programme Review procedure and included the following:

In cases where the classification of students' progress results and the grade distribution do not align with the bell curve, the following actions are taken:

- Review of the assessment methods and grading criteria.
- The Lecturer provides justification for any significant deviations.
- Procedures that safeguard fairness are re-examined to ensure their effectiveness and consistency.
- Corrective measures are implemented, including adjustments to assessment design or grading practices for future offerings.

Please refer to Annex 5: Procedures

- Aca_OIP_22
- Aca_OIP_20_000
- Aca_FEP_01_012
- Qua_InP_08
- Aca_OIP_20_001
- Aca_OIP_30
- Aca_OIP_18
- Aca_OIP_18_001
- Qua_InP_06

	<p>of the EEC and enhance further critical thinking.</p> <p>Please refer to Annex 5: Procedures</p> <ul style="list-style-type: none"> Aca_FEP_01_002 <p>Annex 6: Lecturer’s Handbook</p>																
<p>“While assessment practices are currently consistent, there is an opportunity to introduce greater diversity in assessment types to better align with course objectives, build diverse soft and hard skills, and accommodate different learning styles” This would not only provide a more comprehensive evaluation of student competencies but also ensure a clearer connection between assessment methods, learning outcomes, and the ECTS workload”.</p>	<p>We would like to mention that the students’ performance is evaluated as shown below which is included in our Internal Regulations approved by the Ministry of Education, Sports and Youth, and is applicable to all programmes of study and all courses.</p> <table border="1" data-bbox="469 882 1107 1223"> <tr> <th colspan="3">MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION</th> <th rowspan="2">FINAL EXAMINATION</th> </tr> <tr> <th>WRITTEN ASSESSMENT</th> <th>ASSIGNMENTS, PROJECTS, PRESENTATIONS</th> <th>PARTICIPATION AND ATTENDANCE</th> </tr> <tr> <td>35%</td> <td>10%</td> <td>5%</td> <td></td> </tr> <tr> <td colspan="3">50%</td> <td>50%</td> </tr> </table> <p>Additionally, we would like to mention that we have already revised the assessment method following previous suggestions provided by another EEC by minimizing the weight of the Final Examination from 60% to 50% and allocated the remaining 10% to Assignments, Small scale projects or Presentations.</p> <p>During the on-site inspections conducted by the Ministry of Education, Sports and Youth we are required to present documentation of these assessments for review. Therefore, this provides us limited flexibility to follow a diverse assessment method for each course.</p> <p>Further to the above, and in alignment with the guidance provided by CYQAA, in order to safeguard the academic integrity and credibility of conventional bachelor’s level programmes, and considering the increased use/misuse of AI technologies by students, it is not feasible to implement further modifications at this stage.</p> <p>We would also like to mention that in the Doc 200_1 we have included the “Course Syllabi” of courses</p>	MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION			FINAL EXAMINATION	WRITTEN ASSESSMENT	ASSIGNMENTS, PROJECTS, PRESENTATIONS	PARTICIPATION AND ATTENDANCE	35%	10%	5%		50%			50%	<p>Choose level of compliance:</p>
MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION			FINAL EXAMINATION														
WRITTEN ASSESSMENT	ASSIGNMENTS, PROJECTS, PRESENTATIONS	PARTICIPATION AND ATTENDANCE															
35%	10%	5%															
50%			50%														

	<p>where the teaching methodology includes general guidelines to Lecturers to construct their “Course Outlines”.</p> <p>In an effort to maintain academic freedom and empower Lecturers to use suitable methodologies and practices in the class we provide them the chance to construct a detailed outline always aligned with the general SCL practices that our Institution follows.</p> <p>A sample of outlines was presented to the EEC for review confirming the above.</p> <p>The “Course outline” includes important information regarding the College’s regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.</p> <p>The “Course outline” is uploaded on the platform as from the first week from the beginning of classes in order for students to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes.</p> <p>The weekly tasks required to be completed by students are uploaded on the web platform and are accessible to students. Weekly tasks may include reflection tasks, videos, case studies, assignments, field trips, role play etc.</p> <p>Action taken:</p> <ol style="list-style-type: none"> 1. In order to comply with the EEC guidelines and enhance clarity, we gradually revise the syllabi of all programmes of study to include comprehensive information on teaching methodology, not only in the course outlines but also within the syllabi themselves. <p>Please refer to Annex 1: Syllabi and Annex 4: Sample of Course Outlines.</p>	
--	--	--

<p>“Additionally, the institutional and programme-level AI policy lacks clear implementation and communication at the course level. Developing a well-defined AI policy is essential, as it should outline acceptable use, academic integrity expectations, and provide guidance for both staff and students. This policy should be introduced and explained to students from the very first lecture, ensuring they understand how to use AI tools responsibly and ethically throughout their studies”.</p>	<p>We would like to mention that:</p> <ol style="list-style-type: none"> 1. A training was provided in-house by our Academic Dean Mrs. Konstantinou, (Dr-PhD) to our faculty members in Summer 2025. 2. We have on our website in the library section -General information Electronic Guides the following links: <p>AI Use Framework for Students in Higher Education (also included in the Student Handbook). This is updated every year.</p> <p>Artificial Intelligence (AI) Library Guide after approval granted from CUT University.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. We have refined the following compulsory introductory courses to include proper and ethical use of AI: <p>“Public Relations” “Academic Writing” “Fundamentals of Marketing” “Business communications”</p> 2. We have issued the “Final Project Phase I” syllabus and refined “Final Project Phase II” to include proper and ethical use of AI: 3. We have refined the following compulsory core or major courses to include proper and ethical use of AI: <p>“Corporate Social Responsibility” “Global Business” “International Management”</p> 4. The Blended Intensive Programme “AI in Higher Education” is organized by our College in the framework of Erasmus+ from 20-24 April 2026. The training will be delivered by our Academic Dean Mrs. Dora Konstantinou (Dr-PhD) and two other members of our faculty. In the BIP we will be hosting academics from our partner universities. Our faculty will also be invited to participate in the training. 	<p>Choose level of compliance:</p>
---	--	------------------------------------

	<p>5. We have revised the Course Outline procedure to include a paragraph referring to AI.</p> <p>Please refer to Annex 1: Syllabi, Annex 6: Lecturer’s Handbook and Annex 7: Students’ Handbook Annex 5: Procedures</p> <ul style="list-style-type: none"> • Aca_OIP_18_001 	
--	--	--

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>“The programme could enhance its resilience by distributing teaching responsibilities more evenly across courses, ensuring greater flexibility and continuity in delivery”.</p>	<p>We would like to refer to the procedure “Allocation of Faculty/Administrative staff workload”</p> <p>The Quality Assurance Officer and the Dean are responsible for ensuring the fair distribution of the faculty’s workload. Faculty members are assigned to various programmes of study, and their teaching hours may vary depending on the semester’s demands and their area of expertise.</p> <p>To safeguard the workload of all staff members (academic staff who hold administrative positions, staff involved in research activities, or participate in European programmes) the College has developed a framework that defines the distribution of the workload.</p> <p>The work load of all staff employed on a full-time basis does not exceed 37.5 hours per week, according to the Law. This may include teaching, involvement in research, involvement in EU funded programmes and/or administrative duties.</p>	<p>Choose level of compliance:</p>

Allocation of work load template	
Members of the Faculty staff with administrative position	Maximum teaching hours per week
Academic Dean	6
Head of Research	6
Office/Academic Administrators	3-9
Members of the Faculty staff without administrative position	Maximum teaching hours per week
Faculty staff with involvement in research activities	12
Faculty staff with no involvement in research activities	15
Rest of working hours	Number of hours per week
Head of Field of study / Programme Coordinator	3
Research activities affiliated with the College	8-10*
Participation in EU research funded programmes	8-10*
Office Hours (Question Solving, Meetings with Students)	2
Preparation for teaching, student supervision – thesis, preparation and	50% of the teaching hours

	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;">correction of examination essays</td> <td style="width: 50%;"></td> </tr> </table> <p>*Remote work option is provided</p> <p>Calculation of total weekly working hours Teaching Hours + Other Working Hours = 37.5 (according to employment contracts) Note: For members of the Teaching Staff with an Administrative Position, other working hours also include the administrative responsibilities in the respective position held by each administrator.</p> <p>Once the planning of courses for the new semester has been completed, any identified need for academics is addressed through the recruitment of new.</p> <p>In cases where a change in course allocation is required due to unforeseen circumstances, courses are reassigned to academics who fulfil the required qualifications. If necessary, any remaining need for academics is addressed through the recruitment of new.</p>	correction of examination essays		
correction of examination essays				
<p>“To further elevate teaching quality, formalizing continuous professional development in pedagogy and technology would equip staff with the latest tools and methods”,</p>	<p>We would like to mention that we follow the procedure “Faculty Pedagogical Training”</p> <p>All Faculty, part-time and full-time are required to attend the pedagogical training course <i>“Effective Teaching Strategies for Adult Education: Methods, practices and tools”</i> every three years. The course is compulsory and is offered at the beginning of the academic year.</p> <p>The syllabus of the course has been designed and is offered by an external non-profit, independent, non-governmental organization specializing in modern student-centered teaching methodologies.</p> <p>The course consists of 25 hours and includes theory delivery, workshops and assessment.</p> <p>For newly employed faculty, the training link is sent to them by the Dean.</p>	<p>Choose level of compliance:</p>		

	A new pedagogical training has been planned to be offered to all Faculty in September 2026.	
“while strengthening the connection between teaching and research would enrich the academic experience for both students and faculty”.	<p>We would like to thank the EEC for recognising our efforts to link teaching and research.</p> <p>At CTL Eurocollege, teaching and research are interconnected to elevate the academic experience. Students engage directly with research through courses where they analyze real-world product failures using academic frameworks, bridging theory and practice. Through research-based assignments and presentations, students develop critical thinking and analytical skills, while lecturers integrate current research and industry experience into course materials. This approach ensures that learning is active, relevant, and research-informed, preparing graduates who are not only knowledgeable but also equipped to think critically and adapt in the modern workplace.</p> <p>Following the comments of the EEC, we will intensify our efforts to further bring teaching and research closer together.</p>	Choose level of compliance:

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
Currently, CTL Eurocollege has a policy on the use of AI in teaching and academic work, but it is unclear how it is implemented in practice. It is crucial to establish guidelines for the appropriate use of AI tools, as this directly impacts academic integrity, not only at the programme level but also at the course unit level. Both students and staff should receive training on how to use these tools responsibly within	<p>We would like to mention that:</p> <ol style="list-style-type: none"> 1. A training was provided in-house by our Academic Dean Mrs. Konstantinou, (Dr-PhD) to our faculty members in Summer 2025. 2. We have on our website in the library section -General information Electronic Guides the following links: 	Choose level of compliance:

<p>the learning process. Given that AI is continuously developing, AI policy needs to be annually updated.</p>	<p>AI Use Framework for Students in Higher Education (also included in the Student Handbook). This is updated every year.</p> <p>Artificial Intelligence (AI) Library Guide after approval granted from CUT University.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> We have refined the following compulsory introductory courses to include proper and ethical use of AI: <ul style="list-style-type: none"> “Public Relations” “Academic Writing” “Fundamentals of Marketing” “Business communications” We have issued the “Final Project Phase I” syllabus and refined “Final Project Phase II” to include proper and ethical use of AI: We have refined the following compulsory core or major courses to include proper and ethical use of AI: <ul style="list-style-type: none"> “Corporate Social Responsibility” “Global Business” “International Management” The Blended Intensive Programme “AI in Higher Education” is organized by our College in the framework of Erasmus+ from 20-24 April 2026. The training will be delivered by our Academic Dean Mrs. Dora Konstantinou (Dr-PhD) and two other members of our faculty. In the BIP we will be hosting academics from our partner universities. Our faculty will also be invited to participate in the training. We have revised the Course Outline procedure to include a paragraph referring to AI. <p>Please refer to Annex 1: Syllabi, Annex 6: Lecturer’s Handbook and</p>	
--	--	--

	Annex 7: Students' Handbook Annex 5: Procedures <ul style="list-style-type: none"> Aca_OIP_18_001 	
--	---	--

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 EEC does not have any recommendations on this item.		Choose level of compliance:

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

7. 7. Eligibility (Joint programme) (ALL ESG) N/A

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>"The Accounting concentration is well-aligned with professional standards, but the Management and Marketing concentrations exhibit overlaps in course content, such as redundancies between International Management and International Business, or repetitive digital marketing modules".</p>	<p>Although "International Business" and "International Management" are closely related, they differ in scope, analytical focus, and learning outcomes.</p> <p>The "International Business" course primarily examines the external environment of cross-border operations were the "International Management" concentrates on the internal managerial processes required to operate effectively across cultures and borders</p> <p>Actions taken:</p> <ol style="list-style-type: none"> Refined the content of the courses "International Management" and "International Business" with the latter renamed to "Global Business" to avoid overlap. Refined "Quality Management" to avoid overlap with "Operations Management". 	Choose level of compliance:

	<p>3. The courses “Market Research” and “Research Methodology” have been merged and renamed “Final Project Phase I” to enhance the level of the final project and, consequently, increase its workload in ECTS.”</p> <p>4. The courses “Social Media” and “Advanced Social Media” have been merged in one course named “Social Media”.</p> <p>5. The course “Digital Marketing” has been refined and renamed to “Marketing & Digital Age”.</p> <p>6. The course “Digital Marketing Strategy” has been refined and renamed to “Digital Marketing Optimization strategies”.</p> <p>7. As a result of the above course mergers, and in order to maintain an even number of courses within each major, a new course titled “Sustainable and Green Marketing” has been introduced into the Marketing major.”</p> <p>Please refer to Annex 1: Syllabi and Annex 3: Revised programme structure.</p>	
<p>“Consolidating similar units and mapping learning objectives in a structured document would streamline the curriculum and reduce inefficiencies”.</p>	<p>We appreciate the EEC’s suggestion to restructure the mapping into an alternative format in order to enhance visual clarity.</p> <p>Actions taken:</p> <ol style="list-style-type: none"> 1. A new mapping has been designed in a cross-table format. <p>Please refer to Annex 2: Cross-table mapping.</p>	<p>Choose level of compliance:</p>
<p>“There is also a risk of low enrolment in certain concentrations due to operational constraints, highlighting the need for a contingency plan to manage student expectations”.</p>	<p>We recognize the risk of low enrolment in certain majors and the potential impact on student satisfaction if their preferred major is unavailable.</p> <p>Actions taken:</p> <p>To address this, we have issued the new procedure “Low enrollment contingency plan” that includes:</p> <ol style="list-style-type: none"> 1. Establishing minimum enrolment thresholds of eight (8) students for each major, which will be clearly communicated to students in the Letter of Acceptance. 	<p>Choose level of compliance:</p>

	<ol style="list-style-type: none"> 2. All new students are informed during their initial registration that if their chosen major is not offered due to an insufficient number of registrations, they will automatically be enrolled in the Management major or will be asked to select an alternative major, provided another option is available. 3. On completion of the 4th semester and during their registration for the 5th semester students should confirm their preference on major enabling the College to determine which majors are likely to run and to inform students in a timely manner. <p>Please refer to Annex 5: Procedures</p> <ul style="list-style-type: none"> • Aca_OIP_40 	
<p>“The final project’s ECTS allocation (6 credits) seems disproportionate to its workload, and a redesign with clearer research guidelines would better reflect its demands”.</p>	<p>Actions taken:</p> <ol style="list-style-type: none"> 1. The courses “Market Research” and “Research Methodology” have been merged and renamed “Final Project Phase I” to enhance the level of the final project and, consequently, increase its workload in ECTS.” (6 ECTS) 2. The “Final Project” syllabus has been renamed to “Final Project Phase II” and refined to reflect to the requirements of each major carrying 6 ECTS. Total 12 ECTS. <p>Please refer to Annex 1: Syllabi and Annex 3: Revised programme structure.</p>	<p>Choose level of compliance:</p>
<p>“Sharing courses across concentrations, such as introducing a common module like Corporate Social Responsibility (CSR), could optimize resources”</p>	<p>Action taken:</p> <ol style="list-style-type: none"> 1. In order to implement this suggestion, we removed the course “Business Ethics” and introduced the new course “Corporate Social Responsibility,” due to limitations on the total 240 ECTS allocated to the programme and the need for an even distribution across majors. <p>Please refer to Annex 1: Syllabi and Annex 3: Revised programme structure.</p>	<p>Choose level of compliance:</p>
<p>“while a formalized curriculum review cycle and systematic workload monitoring</p>	<p>We would like to refer that we follow the procedures below:</p>	<p>Choose level of compliance:</p>

<p>would ensure ECTS allocations align with actual course demands”.</p>	<p>Annual Programme Review completed at the end of each academic year which consists of:</p> <ol style="list-style-type: none"> 1. Faculty Evaluation 2. Lecturer and Course Evaluation by students 3. Classification of students’ progress results <p>Programme accreditation is conducted every five years. During this process, the programme structure and course syllabi are reviewed to ensure quality, validity, and sustainability.</p> <p>Lecturers Evaluation by the Academic Dean is completed once per academic year through a visit in class. constructive feedback and suggestions for improvement is provided to all Lecturers</p> <p>Lecturers Evaluation by the Students completed with an online tool one month prior the examination period.</p> <p>Mid-term Student Feedback Lecturers are encouraged to conduct an anonymous survey between their students immediately after the completion of the mid-term examination. The Mid-term Student Feedback aims in collecting targeted and specific information for improving the teaching methodology used by the Lecturer.</p> <p>Student Satisfaction Survey completed with an online tool at the end of the academic year.</p> <p>Course Syllabus and Course Outline. At the beginning of each semester all Lecturers complete and submit to the Dean the outlines of the assigned courses. The course outline complies with the course syllabus and includes important information regarding the College’s regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.</p> <p>The following table is included in both the Course Syllabus and Outline.</p>	
---	--	--

Estimated Student workload	
Activity	Hours
<u>Class attendance</u>	
1) Theoretical aspects (Lecture)	(Hours)
2) Activities Learning (Please define here which activities are used for this course, e.g: role play, gamification, discussion, hackathon etc, requiring students active learning)	(Hours)
Independent Study	
Midterm	2
Define which type of assignment is used for this course (e.g: Project / Presentation / essay / case study or other and if this is Individual or Group Work	
Midterm exam Preparation	
Final Exam Preparation	
Final Examination	3
Total	150
Action taken:	
1. We have revised the Annual Programme Review procedure and included the following:	

	<p>In cases where the classification of students' progress results and the grade distribution do not align with the bell curve, the following actions are taken:</p> <ul style="list-style-type: none"> • Review of the assessment methods and grading criteria. • The Lecturer provides justification for any significant deviations. • Procedures that safeguard fairness are re-examined to ensure their effectiveness and consistency. • Corrective measures are implemented, including adjustments to assessment design or grading practices for future offerings. <p>Please refer to Annex 5: Procedures.</p> <ul style="list-style-type: none"> • Aca_OIP_22 • Aca_OIP_20_000 • Aca_FEP_01_012 • Qua_InP_08 • Aca_OIP_20_001 • Aca_OIP_30 • Aca_OIP_18 • Aca_OIP_18_001 • Qua_InP_06 																
<p>"While assessment methods align with learning outcomes, they often follow a similar structure, limiting diversity".</p>	<p>We would like to mention that the students' performance is evaluated as shown below which is included in our Internal Regulations approved by the Ministry of Education, Sports and Youth, and is applicable to all programmes of study and all courses.</p> <table border="1" data-bbox="419 1563 1058 1906"> <tr> <th colspan="3">MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION</th> <th rowspan="2">FINAL EXAMINATION</th> </tr> <tr> <th>WRITTEN ASSESSMENT</th> <th>ASSIGNMENTS, PROJECTS, PRESENTATIONS</th> <th>PARTICIPATION AND ATTENDANCE</th> </tr> <tr> <td>35%</td> <td>10%</td> <td>5%</td> <td></td> </tr> <tr> <td colspan="3">50%</td> <td>50%</td> </tr> </table> <p>Additionally, we would like to mention that we have already revised the assessment method following previous suggestions provided by another EEC by minimizing the weight of the Final Examination from 60% to 50% and</p>	MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION			FINAL EXAMINATION	WRITTEN ASSESSMENT	ASSIGNMENTS, PROJECTS, PRESENTATIONS	PARTICIPATION AND ATTENDANCE	35%	10%	5%		50%			50%	<p>Choose level of compliance:</p>
MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION			FINAL EXAMINATION														
WRITTEN ASSESSMENT	ASSIGNMENTS, PROJECTS, PRESENTATIONS	PARTICIPATION AND ATTENDANCE															
35%	10%	5%															
50%			50%														

	<p>allocated the remaining 10% to Assignments, Small scale projects or Presentations.</p> <p>During the on-site inspections conducted by the Ministry of Education, Sports and Youth we are required to present documentation of these assessments for review. Therefore, this provides us limited flexibility to follow a diverse assessment method for each course.</p> <p>Further to the above, and in alignment with the guidance provided by CYQAA, in order to safeguard the academic integrity and credibility of conventional bachelor’s level programmes, and considering the increased use/misuse of AI technologies by students, it is not feasible to implement further modifications at this stage.</p> <p>We would also like to mention that in the Doc 200_1 we have included the “Course Syllabi” of courses where the teaching methodology includes general guidelines to Lecturers to construct their “Course Outlines”.</p> <p>In an effort to maintain academic freedom and empower Lecturers to use suitable methodologies and practices in the class we provide them the chance to construct a detailed outline always aligned with the general SCL practices that our Institution follows.</p> <p>A sample of outlines was presented to the EEC for review confirming the above.</p> <p>The “Course outline” includes important information regarding the College’s regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.</p> <p>The “Course outline” is uploaded on the platform as from the first week from the beginning of classes in order for students to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes. The weekly tasks required to be completed by students are uploaded on the web platform and are accessible to students. Weekly tasks may include reflection tasks, videos, case studies, assignments, field trips, role play etc.</p>	
--	---	--

	<p>Action taken:</p> <ol style="list-style-type: none"> In order to comply with the EEC guidelines and enhance clarity, we gradually revise the syllabi of all programmes of study to include comprehensive information on teaching methodology, not only in the course outlines but also within the syllabi themselves. <p>Please refer to Annex 1: Syllabi and Annex 4: Sample of Course Outlines.</p>	
<p>“However, assessments could be refined to encourage deeper critical thinking, such as redesigning multiple-choice questions to be more challenging and introducing greater variety in assessment types”. A stronger link between 31 assessments, learning outcomes, and ECTS workload would provide a more holistic evaluation of student competencies”.</p>	<p>We would like to note that, through the procedure “Issuing of Examination Papers,” a detailed structure is provided outlining how all examinations should be designed and conducted. This process is verified by the Examination Board, which is responsible for reviewing and ensuring the appropriate level, quality, and consistency of the examination papers.</p> <p>The procedure specifies that an examination paper should have the following structure and includes the following:</p> <p>Multiple choice and/or descriptive questions 20-50% *</p> <p>Essay questions 50-80% (for a total of 100)</p> <p>*Exception is made in specific courses that follow the structure of external examinations</p> <p>Each multiple-choice question should only receive 1-2 marks out of hundred. Multiple-choice questions may also include true/false statements where one, two, or all three may be true or false. (included after the EEC’s comment)</p> <ul style="list-style-type: none"> Descriptive and multiple-choice questions should not receive more than 50/100 of the total marks since memorization is not encouraged as a learning method in Higher Education. <p>Essay type / practical questions encourage critical thinking as well as hands on practice and creativity and are therefore recommended for evaluation purposes</p> <p>Action taken:</p> <ol style="list-style-type: none"> We have revised the “Issuing of Examination Papers” procedure to include the suggestion of the EEC and enhance further critical thinking. 	<p>Choose level of compliance:</p>

	<p>Additionally, we would like to refer to the:</p> <p>Annual Programme Review procedure that includes the following three elements:</p> <ol style="list-style-type: none"> 1. Faculty Evaluation 2. Lecturer and Course Evaluation by students 3. Classification of students' progress results <p>Programme accreditation which is conducted every five years. During this process, the programme structure and course syllabi, ECTS workload are reviewed to ensure quality, validity, and sustainability.</p> <p>Course Syllabus and Course Outline. At the beginning of each semester all Lecturers complete and submit to the Dean the outlines of the assigned courses. The course outline complies with the course syllabus and includes important information regarding the College's regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.</p> <p>Please refer to Annex 5: Procedures</p> <ul style="list-style-type: none"> • Aca_OIP_22 • Aca_OIP_20_000 • Aca_FEP_01_012 • Qua_InP_08 • Aca_OIP_20_001 • Aca_OIP_30 • Aca_OIP_18 • Aca_OIP_18_001 • Qua_InP_06 <p>Annex 6: Lecturer's Handbook</p>	
<p>"To enhance resilience, distributing teaching responsibilities more evenly and formalizing professional development in pedagogy and</p>	<p>We would like to refer to the procedure "Allocation of Faculty/Administrative staff workload"</p> <p>The Quality Assurance Officer and the Dean are responsible for ensuring the fair distribution of the faculty's workload. Faculty members are assigned to various programmes of study, and their teaching hours</p>	<p>Choose level of compliance:</p>

technology would further strengthen teaching effectiveness”.

may vary depending on the semester’s demands and their area of expertise.

To safeguard the workload of all staff members (academic staff who hold administrative positions, staff involved in research activities, or participate in European programmes) the College has developed a framework that defines the distribution of the workload.

The work load of all staff employed on a full-time basis does not exceed 37.5 hours per week, according to the Law. This may include teaching, involvement in research, involvement in EU funded programmes and/or administrative duties.

Allocation of work load template

Members of the Faculty staff with administrative position	Maximum teaching hours per week
Academic Dean	6
Head of Research	6
Office/Academic Administrators	3-9
Members of the Faculty staff without administrative position	Maximum teaching hours per week
Faculty staff with involvement in research activities	12
Faculty staff with no involvement in research activities	15
Rest of working hours	Number of hours per week
Head of Field of study / Programme Coordinator	3
Research activities affiliated with the College	8-10*
Participation in EU research funded programmes	8-10*

Office Hours (Question Solving, Meetings with Students)	2	
Preparation for teaching, student supervision – thesis, preparation and correction of examination essays	50% of the teaching hours	
*Remote work option is provided		
<p>Calculation of total weekly working hours Teaching Hours + Other Working Hours = 37.5 (according to employment contracts) Note: For members of the Teaching Staff with an Administrative Position, other working hours also include the administrative responsibilities in the respective position held by each administrator.</p>		
<p>Once the planning of courses for the new semester has been completed, any identified need for academics is addressed through the recruitment of new staff.</p> <p>In cases where a change in course allocation is required due to unforeseen circumstances, courses are reassigned to academics who fulfil the required qualifications. If necessary, any remaining need for academics is addressed through the recruitment of new staff.</p> <p>We would also like to mention that we follow the procedure “Faculty Pedagogical Training”</p> <p>All Faculty, part-time and full-time are required to attend the pedagogical training course <i>“Effective Teaching Strategies for Adult Education: Methods, practices and tools”</i> every three years. The course is compulsory and is offered at the beginning of the academic year.</p> <p>The syllabus of the course has been designed and is offered by an external non-profit, independent, non-governmental organization specializing in modern student-centered teaching methodologies.</p> <p>The course consists of 25 hours and includes theory delivery, workshops and assessment.</p> <p>For newly employed faculty, the training link is sent to them by the Dean.</p>		

	<p>A new pedagogical training has been planned to be offered to all Faculty in September 2026.</p>	
<p>“The AI policy, though established, requires clearer implementation at the course level, with guidelines and training to ensure responsible AI use and uphold academic integrity”.</p>	<p>We would like to mention that:</p> <ol style="list-style-type: none"> 1. A training was provided in-house by our Academic Dean Mrs. Konstantinou, (Dr-PhD) to our faculty members in Summer 2025. 2. We have on our website in the library section - General information Electronic Guides the following links: AI Use Framework for Students in Higher Education (also included in the Student Handbook). This is updated every year. Artificial Intelligence (AI) Library Guide after approval granted from CUT University. <p>Actions taken:</p> <ol style="list-style-type: none"> 1. We have refined the following compulsory introductory courses to include proper and ethical use of AI: “Public Relations” “Academic Writing” “Fundamentals of Marketing” “Business communications” 2. We have issued the “Final Project Phase I” syllabus and refined “Final Project Phase II” to include proper and ethical use of AI: 3. We have refined the following compulsory core or major courses to include proper and ethical use of AI: “Corporate Social Responsibility” “Global Business” “International Management” 4. The Blended Intensive Programme “AI in Higher Education” is organized by our College in the framework of Erasmus+ from 20-24 April 2026. The training will be delivered by our Academic Dean Mrs. Dora Konstantinou (Dr-PhD) and two other members of our faculty. In the BIP we will be hosting academics from our partner universities. 	<p>Choose level of compliance:</p>

	<p>Our faculty will also be invited to participate in the training.</p> <p>5. We have revised the Course Outline procedure to include a paragraph referring to AI.</p> <p>Please refer to Annex 1: Syllabi Annex 6: Lecturer’s Handbook and Annex 7: Students’ Handbook Annex 5: Procedures</p> <ul style="list-style-type: none"> • Aca_OIP_18_001 	
--	---	--



C. Higher Education Institution Academic Representatives

Name	Position	Signature
Lakis Papathomas	Director of Administration and Finance	
Dora Konstantinou (Dr-PhD)	Academic Dean	
Maria Hadjielia Drotarova (Dr-PhD)	Head of Research	
Elena Malkawi (Dr-PhD)	Head of the Business Field	
Kosmas Pipyros (Dr-PhD)	Programme Coordinator	
Marianna Papathoma	QA Officer	

Date: 8/4/2026



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



eqar /// enqa.



