

Doc. 300.1.2

Date: 7/7/2025

## Higher Education Institution's Response

- **Higher Education Institution:**  
CTL Eurocollege

- **Town:** Limassol

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

**In Greek:**

Διοίκηση Επιχειρήσεων 2 χρόνια 120 ECTS Δίπλωμα

**In English:**

Business Administration 2 years 120 ECTS Diploma

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

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

- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



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

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> 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 <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The program could benefit from involving external experts, similar to the UK practice of appointing external examiners, to validate course content, provide feedback, and identify areas for improvement that may not be immediately apparent to internal faculty. This approach, already adopted by some competing colleges in Cyprus, can enhance program quality and credibility.	<p>Taking into consideration the comment of the EEC the college has established a collaboration with the American College in Nicosia. The collaboration will be applied as from the academic year 25-26 in order to comply with the following procedure as included in our Quality Assurance Handbook:</p> <p><b>External Examiners</b> The Academic Dean and the QA Officer are responsible for appointing External Examiners for each Field of Study. The Examiners are academics from other Institutions and Professionals with expertise of the specific field. The External Examiners have the responsibility for ensuring that the programme is delivered at high standards and meets its purpose. A random selection of midterm and final examinations together with the marking scheme are provided to the External Examiners. If the second marking has more than +5- or -5-marks difference, the Lecturer would be requested to justify this. A meeting is scheduled to discuss the issue. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all examination papers. The External Examiners are responsible for reviewing the programme and ensuring that:</p> <ul style="list-style-type: none"> <li>• The programme meets its stated purpose.</li> <li>• The assessment of courses is appropriate and comparable standard to other institutions.</li> <li>• The marking has been applied fairly on assignments and the</li> </ul>	<b>Annex 5: Written collaboration.</b>

	<p>marking scheme/grading criteria have been properly and consistently applied.</p> <ul style="list-style-type: none"> <li>The programme complies with recent developments and trends of the industry.</li> </ul> <p><b>Please refer to Annex 5: Written collaboration.</b></p>	
<p>The committee acknowledges the flexibility of the program in allowing graduates to transition into the Bachelor's program, which can be a valuable pathway for students. However, it is also noted that this pathway may create opportunities for strategic maneuvering, as some students may choose the Diploma as an entry point for easier admission compared to direct entry into the Bachelor's program. This dynamic warrants careful consideration to ensure the integrity and consistency of both programs.</p>	<p>The Bachelor programme has been submitted for re-accreditation to CYQAA (visit is expected during December 25).</p> <p>Taking into consideration the suggestions of CYQAA as provided in general we have minimized the number of transferable courses from the diploma to the degree during the redesign of re-accreditation for both programmes. The transferable courses are restraint to General education and Core Introductory courses. Specifically, in the old version of the accredited BA programme the number of transferred ECTS was 96 and in the new-revised designed programme the number of transferable ECTS is 84.</p> <p>The re-design of the degree programme as submitted for re-accreditation includes 3 majors. This factor provides constraints for the transferability of courses.</p> <p>Below is the breakdown of transferable courses from the Diploma to the Degree programme which are restraint to general education and core introductory courses.</p> <p>General Education courses: 18 ECTS Core introductory courses: 66 ECTS</p> <p><b>We would like to mention that the entry requirements for all programmes are equivalent.</b></p>	<p>Choose level of compliance: Complied with the recommendation</p>

<p>The international dimension of the program is gradually strengthening, and further progress could be achieved by inviting more visiting professors from abroad. This would not only enhance the quality of teaching but also support the research development of both faculty and students through collaborative projects. Additionally, expanding recruitment efforts into new international markets, such as Russia and other Russian-speaking countries, could broaden the program's reach and diversify the student body</p>	<p>The college holds an Erasmus+ Charter and we are actively involved in the programme for incoming and outgoing mobilities of faculty and students since we believe that the Erasmus+ programme provides valuable experiences both to Lecturers and students.</p> <p>We maintain collaboration with 25 Universities and we are continuously in the process for increasing this number.</p> <p>During the academic year 24-25 we had the following mobilities:</p> <p>Incoming Teaching mobilities: 12 Incoming Training mobilities: 10 Outgoing Teaching mobilities: 4 Outgoing Training mobilities: 5</p> <p>In addition to the above Lecturers are encouraged to send invitations to Lecturers/Professors of other Higher Institutions in Cyprus or abroad or to Professionals from the industry to teach at the College during their class hours. This can be arranged online or with physical presence.</p> <p>We would like to mention that we are currently participating or have participated as a partner in the following EU funded programmes:</p> <ul style="list-style-type: none"> <li>• <b>Futour</b></li> <li>• <b>Up-skilling Operators for Sustainable Tourism</b></li> <li>• <b>Network of Towns</b></li> <li>• <b>Harmonie v rozmanitosti</b></li> <li>• <b>ECOHOL</b></li> </ul> <p>The following collaborations in projects have been achieved through the Erasmus+ incoming Staff mobility:</p> <ol style="list-style-type: none"> <li>1. <b>Approved KEGA project:</b> on "Support for the internationalization of</li> </ol>	<p>Choose level of compliance: <b>Have replied to the recommendations and added Annex 1: List of Collaborations.</b></p>
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	<p>education in selected profile subjects of the study program Tourism, Hotel Industry and Spa (002PU-4/2025)" under Cultural and Educational Grant Agency of the Ministry of Education, Research, Development and Youth of the Slovak Republic (KEGA) with the University of Prešov in Prešov.</p> <p>2. <b>Submitted Erasmus+ KA220-HED-3582BB5D</b> Project on 'GreenSupport' together with Professor Ekaterina Chytilová, Ph.D., Department of Management, Faculty of Corporate Strategy, Institute of Technology and Business (VSTE) in České Budejovice, on 05.03.2025.</p> <p>3. <b>Submitted Erasmus+ KA220-HED-21B46A57</b> Project on 'Ethical Compass' together with Professor Vendula Velková, Department of Management, Faculty of Corporate Strategy, Institute of Technology and Business (VSTE) in České Budejovice, on 05.03.2025.</p> <p><b>Please follow the link to our website:</b> <a href="http://www.ctleuro.ac.cy/en/research-development/1-research-development-projects">http://www.ctleuro.ac.cy/en/research-development/1-research-development-projects</a></p> <p><b>Please refer to Annex 1: List of Collaborations.</b></p> <p>Regarding the diversity of the student body, we would like to mention our endless efforts to attract students from different countries and the local market in order to maintain diversity in the student body. This is extremely</p>	
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	hard to be achieved due to the high competition from local universities that offer competitive fees and the lack of government decisions to give more incentives regarding studying and working policies for international students.	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	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.	<p>The College is following the procedure as shown below and the Academic office supervises and safeguards compliance on behalf of the Faculty.</p> <p><b>Regulations regarding assignments:</b></p> <ol style="list-style-type: none"> <li>1. Students are assigned to carry out theoretical research in the existing literature on the topics covered in the Course Outline, or to complete a task using the Internet. The Lecturer determines the character of the assignment.</li> <li>2. The word length of the assignments in the aforementioned grade allocation ranges from 1500 words to 2000 words. Students are requested to deliver their assignments on time on an individual or group basis.</li> <li>3. The assigned written work must be typed and double-spaced, unless otherwise stated.</li> <li>4. The assignment is sent electronically to the Lecturer and the Academic Dean. Hand-written work is not accepted.</li> <li>5. Late work is penalized, resulting in deduction of marks.</li> </ol>	<p>Choose level of compliance:</p> <p>Provided an answer to the recommendations analysing their procedures</p>

	<ol style="list-style-type: none"> <li>6. Access in Turnitin has been provided also to students aiming to use it as a tool for plagiarism prevention (maximum three (3) attempts prior to their manuscript's final submission.</li> <li>7. The Lecturer is responsible for providing students with a code or sending them an invitation in order to have access in the Turnitin tool".</li> <li>8. The lecturer is responsible for checking all student assignments for plagiarism (guidelines are provided by the Librarian).</li> <li>9. <b>The Lecturer is responsible for providing timely feedback regarding the marking of the assignment.</b></li> <li>10. The lecturer submits three assignments in hard copies (low/average/high mark) together with the plagiarism report as well as the marking scheme to the Academic Office.</li> <li>11. An Examination Board is responsible for checking the consistency in marking throughout all subjects, with the random sampling method. If the second marking has more than +5- or -5-marks difference, the Lecturer would be requested to justify this. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all assignments. The procedure is repeated with the random sampling</li> </ol>	
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	method to ensure the appropriate marking has been applied.	
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.	<p>On completion of the planning for the offered courses for the upcoming semester the Academic Office sends the course outline form to be completed by each Lecturer in accordance with the course syllabus.</p> <p>The form is completed by the Lecturer and sent to the Academic Dean for approval.</p> <p>Any suggestions for upgrade must be agreed with the Dean in order for the syllabus to be upgraded as well.</p> <p>The course Outline is uploaded on the web platform and is accessible to students as from the first week of the beginning of classes, in order 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>In addition to the above the Lecturers upload on the ELMS platform all educational material useful to students together with the weekly plan of material to be covered as well as assignments and tasks required to be completed by them.</p>	<p>Choose level of compliance:</p> <p>Provided an answer to the recommendations analysing their procedure</p>
Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.	<p>External Academic Advisors are kindly requested to participate in meetings with the relevant committees in the following cases:</p> <p>Submission of accreditation or re-accreditation of a programme of study where they review the structure of the programme in relation with the market needs.</p>	<p>Choose level of compliance:</p> <p>Provided an answer to the recommendation and referred to <b>Annex 1: List of Collaborations.</b></p>

	<p>On completion of the Annual Programme Review at the end of the academic year where they review the quality, validity and sustainability of the Programmes.</p> <p>External Academic Advisors are also included in the College Advisory Council which is comprised of alumni, academic leaders, and business leaders who provide a high level of voluntary service to the College.</p> <p>Lecturers are encouraged to send invitations to Lecturers/Professors of other Higher Institutions in Cyprus or abroad or to Professionals from the industry to teach at the College during their class hours. This can be arranged online or with physical presence.</p> <p><b>Please refer to Annex 1: List of Collaborations.</b></p>	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The College could strengthen its support for faculty research by investing in additional resources, such as database subscriptions, to facilitate data access and analysis. Protecting or even increasing the budget for research activities, including conference attendance, would further enable faculty to engage in high-impact scholarship and stay connected to the latest academic developments.	<p><b>ELECTRONIC LIBRARY</b></p> <p>The College maintains subscription with ΚΚΥΒ (Κοινοπραξία Κυπριακών Βιβλιοθηκών – Cyprus Libraries Consortium) which includes 29 complete databases and e-books in various contexts from EBSCO Information Services.</p> <p>The Electronic Data-bases can be accessed through the PCs placed in the Library, from the PCs in the Computer Labs, Administration, through the Wi-Fi connection in the college and also from home users.</p> <p>The college provides the following incentives to Faculty in order to actively be involved in research:</p> <p><b>Faculty staff (full-time and part-time) in research programmes</b></p> <p>The College policy is to continuously improve in the field of research therefore it provides the following incentives:</p> <ul style="list-style-type: none"> <li>• Provides a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.</li> <li>• Provides financial support to academic staff participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.</li> <li>• Provides funds for academic and professional memberships/subscriptions</li> </ul>	<p>Choose level of compliance:</p> <p>They have answered to the recommendations and referred to <b>Annex 2: Research Budget 2024-25.</b></p> <p><b>Annex 3: Electronic Library.</b></p>

	<ul style="list-style-type: none"> <li>• Reduces the number of teaching hours of Lecturers who are involved in research programmes, wish to participate in the research team and be involved in research activities or when working on their PhD thesis.</li> <li>• Provides long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.</li> <li>• Faculty members are placed and paid according to the ranking scale of the institution.</li> <li>• Promotes faculty members to a higher ranking based on their qualifications, teaching &amp; research experience.</li> <li>• Approves paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.</li> <li>• Grants bonuses to academics for publishing quality articles in highly ranked academic journals</li> <li>• Grants bonuses to academics who publish articles in professional journals.</li> <li>• Encourages staff financially and technically to promote their research findings by using social media and other communication media to Businesses, Organisations and Communities.</li> <li>• Invests in new technology (software and hardware), books and other resources to</li> </ul>	
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	<p>support staff in conducting research.</p> <ul style="list-style-type: none"> <li>Allocates budget for developing projects and research papers during and after working hours at the institution.</li> </ul> <p><b>Internal research funding policy</b> The Head of Research is responsible for preparing the yearly budget for the research activities in the college. This includes salaries, hardware and software costs, conference fees, travel and accommodation expenses, training costs, publication costs and journal membership fees. The Research Committee in collaboration with the college administration reviews and approves the budget submitted by the Head of Research.</p> <p><b>Please refer to:</b> <b>Annex 2: Research Budget 2024-25.</b> <b>Annex 3: Electronic Library.</b></p>	
<p>Another effective way to foster a vibrant research culture is to increase the number of research seminars. These sessions could feature both internal and external speakers, providing faculty with opportunities to present their ongoing projects, receive constructive feedback, and engage in scholarly exchange. This could also help build a more research-oriented community within the College.</p>	<p>Following the suggestion of the committee committee we will be enhancing our research seminars by hosting two distinguished guest speakers. These professors, both highly accomplished in the field of entrepreneurship, will deliver presentations on qualitative and quantitative research methodologies via online mode. <u>The sessions will be open to all our academics (both full-time and part-time).</u> <u>Please note that attendance will be mandatory for all academics.</u></p> <p><b>Online Guest Speakers:</b></p> <ol style="list-style-type: none"> <li>On qualitative research: <b>Dr. Allan Discua Cruz</b>, titled: <i>"Stories from the Field: Experiences from Publishing Qualitative Research"</i>.</li> </ol>	<p>Choose level of compliance: The have complied to the recommendation with Action</p>

	<p>2. On quantitative research: <b>Professor MARÍA JOSÉ SÁNCHEZ-BUENO</b>, titled: <i>"Stories from the Field: Experiences from Publishing Quantitative Research"</i>.</p>	
<p>To attract strong candidates for leadership roles and address potential governance challenges, the College might consider implementing a fast-track promotion system for faculty who take on significant administrative responsibilities. This approach could help ensure that those in leadership positions have the necessary authority and influence, even if they are relatively early in their careers, thus avoiding potential conflicts in line management.</p>	<p>Taking into consideration the comment of the committee we have revised the Career Development and Progress procedure to provide more opportunities for promotion.</p> <p><b>Please refer to Annex 6: Career Development and Progress.</b></p>	<p>Choose level of compliance: <b>Annex 6: Career Development and Progress.</b></p>
<p>While the College has already implemented an incentive system to encourage publications in top-ranked journals, it will be important to periodically assess the effectiveness of this approach. Over time, tracking whether these incentives lead to more international publications will provide valuable insights into the system's impact and help refine the strategy if needed.</p>	<p>We would like to refer to the following that help us track the quality of publications of our research team:</p> <ul style="list-style-type: none"> <li>• <b>The Head of Research completes an evaluation report at the end of each academic year which is submitted to the Dean and is included in the Faculty Evaluation. The evaluation carries the 15% of the overall score of the Faculty Evaluation as shown below:</b></li> </ul> <p><b>Participation in Research Projects and Conferences (15%):</b> As an Institution of Higher Education we should comply with the guidelines provided by the CYQAA. All faculty members are encouraged to participate in research programmes and conferences as well as publishing papers in academic and/or professional journals. The CTL Eurocollege has established a Research Center to provide adequate guidance and assist all faculty members who wish to broaden their academic and professional development through their involvement in research projects.</p>	<p>Choose level of compliance: <b>Annex 4: Revised Research Activities Evaluation forms.</b></p> <p><b>And Annex 6: Career Development and Progress.</b></p>



	<p>Those who wish to do so should contact the Head of Research Office. A list with conference participations and publications should be submitted (including individual work), since research activity is monitored and evaluated by the Head of the Research Office.</p> <p>•<b>The college maintains a list with Research Work Affiliated with CTL which is published on our website.</b></p> <p><b>Please follow the link:</b>  <a href="http://www.ctleuro.ac.cy/en/research-development/conferences-and-publications">http://www.ctleuro.ac.cy/en/research-development/conferences-and-publications</a></p> <p>•<b>The college provides information on the website regarding the profile of each member of the team.</b></p> <p><b>Please follow the link</b>  <a href="http://www.ctleuro.ac.cy/en/research-development/1-research-office">http://www.ctleuro.ac.cy/en/research-development/1-research-office</a></p> <p>Taking into consideration the comment of the EEC we have revised both the Career Development and progress procedure and the Research Evaluation forms.</p> <p><b>Please refer to Annex 4: Revised Research Activities Evaluation forms.</b></p> <p><b>And Annex 6: Career Development and Progress.</b></p>	
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#### 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
<p>The committee encourages the College to carefully consider the relationship between its Diploma and Bachelor programs. During the site visit, several students expressed interest in transitioning from the Diploma to the Bachelor, which suggests a potentially valuable pathway for student progression. However, this trend also raises important strategic questions. It may be worthwhile to assess whether this pathway aligns with the College's long-term goals and academic positioning. For example, it is important to consider whether this transition might create academic or resource pressures, impact the distinctiveness of each program, or introduce unintended challenges in student support and progression.</p>	<p>The Bachelor programme has been submitted for re-accreditation to CYQAA (visit is expected during December 25).</p> <p>Taking into consideration the suggestions of CYQAA as provided in general we have minimized the number of transferable courses from the diploma to the degree during the redesign of re-accreditation for both programmes. Specifically, in the old version of the accredited BA programme the number of transferred ECTS was 96 and in the new-revised designed programme the number of transferable ECTS is 84.</p> <p>The re-design of the degree programme as submitted for re-accreditation includes 3 majors. This factor provides constraints for the transferability of courses.</p> <p>Below is the breakdown of transferable courses from the Diploma to the Degree programme which are restraint to general education and core introductory courses.</p> <p>General Education courses: 18 ECTS Core introductory courses: 66 ECTS</p> <p><b>We would like to mention that the entry requirements for all programmes are equivalent</b></p>	<p>Choose level of compliance: Have provided explanation to the recommendations</p>
<p>It was noted that some faculty members teach multiple modules within the same program, resulting in situations where students may have the same lecturer for multiple sessions in a single day. While this approach can be practical given the size of the teaching team, it presents</p>	<p>Taking into consideration the comment of the committee we have informed our Lecturers that as from Fall semester 25 they will be assigned with courses from different programmes of study in order to safeguard that students have a variety of Lecturers.</p> <p>Furthermore, all lecturers will have to allocate their teaching hours along the week to avoid having same students for more than 3 teaching hours.</p> <p>Lecturers are encouraged to send invitations to Lecturers/Professors of other Higher Institutions in</p>	<p>Choose level of compliance: They have provided an action plan to the recommendation</p>

potential challenges from a pedagogical perspective, including the risk of reduced teaching variety and potential fatigue for both faculty and students. The committee encourages the College to explore creative solutions to address this, such as more strategic scheduling, cross-disciplinary teaching, or leveraging guest lecturers, to ensure a diverse and engaging learning experience.	<p>Cyprus or abroad or to Professionals from the industry to teach at the College during their class hours. This can be arranged online or with physical presence. Through the Erasmus+ programme we have a number of visiting Professors that provide valuable experiences to our students.</p> <p><b>Please refer to Annex 1: List of Collaborations</b></p>	
There is an opportunity to improve student attendance, which would create more opportunities for interaction and engagement during classes. This could enhance the learning experience by encouraging more active participation and peer-to-peer learning.	In our efforts to comply with the rules and regulations of the Ministry of Education, Sports and Youth as well as with our Internal regulations less tolerance will be shown as from Fall 25 to students who do not comply with the attendance regulations.	Choose level of compliance:
The College could consider organizing more learning trips, which would allow students to gain practical insights and firsthand experience in their field of study. Such trips can also strengthen the connection between theory and practice, making the academic content more relevant and engaging.	<p>All Lecturers are continuously encouraged to organise field trips as these provide valuable experiences to students.</p> <p>Please follow the link to these activities as published on our website: <a href="http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit">http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit</a></p>	<p>Choose level of compliance:</p> <p>Provided a link to the activities</p>
There is room to incorporate more practical examples into the teaching approach. This would help bridge the gap between theory and real-world applications, providing students with a clearer understanding of how their knowledge can	<p>In our efforts to offer student-centered learning:</p> <ul style="list-style-type: none"> <li>• <b>The Academic Dean organizes a Faculty Pedagogical Training</b></li> </ul> <p>All Faculty, part-time and full-time are required to attend the pedagogical training course for <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>Choose level of compliance:</p> <p>They have provided an action plan to the recommendations</p>

be applied in professional contexts.

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.

The course consists of 25 hours and includes theory delivery, workshops and assessment.

In case of newly employed Faculty, they will be assigned to other members of the faculty who have completed the training for mentoring and guidance until the next delivery of the training.

• **The Academic Dean organizes Faculty meetings** at the beginning of each semester providing information regarding the importance of using the **4 C's (Communication, Creativity, Collaboration, Critical thinking)** in class by having group discussion and presentations, by organizing real case scenarios and role play, by encouraging team work and by using case studies that reinforce critical thinking and problem-solving skills.

• **The Lecturers are requested to complete the Estimated Student Workload table** which is included in the course syllabi and outlines provided to students. In this table they need to complete the methodology used to achieve the learning outcomes of each course.

#### 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
<b>Total</b>	<b>150</b>

**•The Lecturers are encouraged to use the Mid-term Student Feedback.**

Lecturers assigned with courses are highly 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 from students which is extremely important for improving the teaching methodology used by the Lecturer.

**•The QA Officer is responsible for conducting the Lecturer and Course Evaluation by students.**

The QA Officer conducts an anonymous survey among students every semester.

Students are requested to complete anonymously the evaluation prior to the completion of classes of each semester. The evaluation is completed with an online survey development tool and is sent to students by e-mail one month prior the completion of classes. The questionnaire includes questions regarding teaching methods and the effectiveness of the Lecturer and the course.

**•Regular visits in class take place by the Dean in order to safeguard effective teaching methodologies.**

**•The Course syllabi and outlines include the following:**

In the Classroom: Lecturers make use of whiteboards, flipcharts, overhead projector, video material, VR glasses and power point presentations. Students are supplied with handouts on extra or relevant material.  
Two Personal

Computer Labs equipped with Multimedia PCs of the latest technology with the required software, scanners, printers and LCD-Projectors, satisfy the classes' requirements. All PCs are connected to the Internet,

	<p>through a Broad Band High speed permanent connection using cable technology.</p> <p><u>Web Supported Learning:</u> All the teaching material and the Lecturer's presentations are uploaded on the electronic learning platform of the college as a supporting studying tool.</p> <p><u>Guest Speakers / Visits:</u> External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen.</p> <p><u>Teaching Methods:</u> Lectures, presentations, videos, problem and case study discussion, discussion on relevant articles, Problem-Based Learning, role play, independent and private study, preparation of projects, fieldwork and team work.</p>	
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## 5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
The committee encourages the College to consider investing in infrastructure that supports recreational activities, as this can significantly enhance the student experience. Facilities such as fitness centers, recreational lounges, and outdoor spaces for relaxation and informal gatherings can foster a sense of community, promote physical and mental well-being, and contribute to a more balanced student life. Additionally, integrating such amenities into the campus environment can enhance the overall attractiveness of the College, supporting student retention and satisfaction while reinforcing the institution's commitment to holistic education.	<p>Sports and Recreational activities</p> <p>The Student Welfare and Activities Office is responsible for organizing sports and recreational activities. The college offers a variety of activities that promote wellbeing and enhance lifelong skills.</p> <p>The College provides intramural and extramural opportunities to students.</p> <p>Recreational activities include:</p> <p>Football, basketball, volleyball, cricket, bowling, hiking, dancing, chess, backgammon</p> <p>These activities are offered based on the interests of students and weather conditions.</p>	<p>Choose level of compliance:</p> <p>They have provided an answer to the recommendation</p>



## 6. Additional for doctoral programmes

(ALL ESG)

N/A

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme)

(ALL ESG)

N/A

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

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>However, the committee encourages the College to reflect on the relationship between the Diploma and Bachelor programs. Several students expressed interest in transitioning from the Diploma to the Bachelor, and it may be worthwhile to assess whether this aligns with the College's strategic vision or presents potential challenges.</p>	<p>The Bachelor programme has been submitted for re-accreditation to CYQAA (visit is expected during December 25).</p> <p>Taking into consideration the suggestions of CYQAA as provided in general we have minimized the number of transferable courses from the diploma to the degree during the redesign of re-accreditation for both programmes. The transferable courses are restraint to General education and Core Introductory courses. Specifically, in the old version of the accredited BA programme the number of transferred ECTS was 96 and in the new-revised designed programme the number of transferable ECTS is 84.</p> <p>The re-design of the degree programme as submitted for re-accreditation includes 3 majors. This factor provides constraints for the transferability of courses.</p> <p>Below is the breakdown of transferable courses from the Diploma to the Degree programme which are restraint to general education and core introductory courses.</p> <p>General Education courses: 18 ECTS Core introductory courses: 66 ECTS</p> <p><b>We would like to mention that the entry requirements for all programmes are equivalent</b></p>	<p>Choose level of compliance: They have provided an action plan to the recommendation</p>
<p>On the research front, the committee notes the College's ambition to strengthen its research</p>	<p>In addition to the incentives provided for participation in research activities mentioned above</p>	<p>Choose level of compliance: They have provided answer to the recommendation</p>

<p>capabilities. While recent incentives are a positive step, their effectiveness should be monitored to ensure meaningful impact. Faculty engagement in high-level research could be further encouraged, potentially through additional support and clearer pathways for research development.</p>	<p>in a previous reply the college provides the following:</p> <p><b>Academics</b> involved in Research Activities with:</p> <p><b>a) Individual research leading to a publication (affiliated with the College) and <u>Involvement</u> in write up proposals / implementation of funded projects in affiliation with the College</b></p> <p>Are required to be at the College, and work with physical presence at least three (3) times per week for a minimum of eighteen (18) hours. This is applicable for the whole calendar year. Teaching days are counted in that number when classes are running. In order to safeguard the academic freedom, Academics can organize their own office hours, taking into consideration the limitation of the eighteen (18) hours.</p> <p><b>b) Individual research leading to a publication (affiliated with the College) and <u>NO Involvement</u> in write up proposals / implementation of funded projects</b></p> <p>Are required to be at the College, and work with physical presence at least four (4) times per week for a minimum of twenty-four (24) hours. This is applicable for the whole calendar year. Teaching days are counted in that number when classes are running. In order to safeguard the academic freedom, Academics can organize their own office hours, taking into consideration the limitation of the twenty-four (24) hours.</p> <p><b>c) <u>Involvement</u> in write up proposals /</b></p>	
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	<p><b>implementation of funded projects –Applicable ONLY up to the Senior Lecturer Ranking Position</b></p> <p>Are required to be at the College, and work with physical presence at least four (4) times per week for a minimum of twenty-four (24) hours. This is applicable for the whole calendar year. Teaching days are counted in that number when classes are running.</p> <p>In order to safeguard the academic freedom, Academics can organize their own office hours, taking into consideration the limitation of the twenty-four (24) hours.</p> <p><b>Please refer to Annex 6: Career Development and Progress.</b></p>	
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**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	
<b>Lakis Papathomas</b>	Director of Administration & Finance	
<b>Dora Konstantinou</b>	Academic Dean	
<b>Dr Maria Hadjielia Drotarova</b>	Head of Research	
<b>Marianna Papathoma</b>	QA Officer	

**Date:** 7/7/2025

