

Higher Education Institution's Response

Date: 10/9/2020

- **Higher Education Institution:**
Cti Eurocollege
- **Town:** Limassol
- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

Διοίκηση Επιχειρήσεων (2 έτη, 120 ECTS, Δίπλωμα)
συν ενδεχόμενο προπαρασκευαστικό έτος

In English:

Business Administration (2 years, 120 ECTS, Diploma)
plus an optional foundation year

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

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

FINDINGS

Comment of the Committee

The structure and content of the program include an appropriate number of core (16) and elective courses (9). As noted during the presentations, most of the core modules are well selected and meet the international standards. However, the committee encourages the College to consider Business Ethics as a core course, essential to current international practice.

Reply from the Institution

The comment has been noted and the College has proceeded to introduce the course Business Ethics – BUS 222 as a core subject replacing Operations Mgt - MGT 211 into the programme of study. Please see below the new structure of the programme and the new syllabus of the new course.

BUSINESS ADMINISTRATION, 2 years Diploma plus an optional foundation year

MIN 60 CREDITS / 120 ECTS

General Education Requirements	6 Credits	12 ECTS
Core Requirements:	51 Credits	102 ECTS
Free Electives/Languages Requirements:	3 Credits	6 ECTS
Total	60 Credits	120 ECTS

GENERAL EDUCATION REQUIREMENT (2 Courses)				MIN 6 CR	MIN 12 ECTS
	Code	Course Description			
1.	CSC 101	ICT I	R	3	6
2.	ENG 103	ACADEMIC WRITING		3	6
3.	CSC 102	ICT II		3	6
4.	STA 101	BUSINESS STATISTICS I		3	6
5.	LIB 104	SOCIOLOGY		3	6
CORE REQUIREMENTS (17 Courses)				MIN 51 CR	MIN 102 ECTS
1.	BUS 102	BUSINESS COMMUNICATIONS	R	3	6
2.	MAT 102	BUSINESS MATHS	R	3	6
3.	MGT 111	INTRODUCTION TO BUSINESS	R	3	6
4.	ACC 101	ACCOUNTING I	R	3	6
5.	MGT 121	MANAGEMENT	R	3	6
6.	ACC 121	ACCOUNTING II	R	3	6
7.	MKT 121	FUNDAMENTALS OF MARKETING	R	3	6
8.	ECO 102	INTRODUCTION TO ECONOMICS	R	3	6
9.	MKT 221	PRINCIPLES & PRACTICES OF SELLING	R	3	6
10.	MKT 120	PUBLIC RELATIONS	R	3	6
11.	MGT 212	ENTREPRENEURSHIP	R	3	6
12.	MGT 214	STRATEGIC MANAGEMENT PRINCIPLES	R	3	6
13.	MGT 223	ORGANISATIONAL BEHAVIOUR	R	3	6
14.	MKT 224	DIGITAL MARKETING	R	3	6
15.	LAW 211	BUSINESS LAW	R	3	6
16.	BUS 222	BUSINESS ETHICS	R	3	6
17.	MGT 222	CONSUMER BEHAVIOUR		3	6
18.	MGT 221	HUMAN RESOURCE MANAGEMENT		3	6
19.	FIN 221	BUSINESS FINANCE I		3	6

20.	BUS 221	INTERNATIONAL BUSINESS		3	6
FREE ELECTIVES/LANGUAGES REQUIREMENTS (1 course)				MIN 3 CR	MIN 6 ECTS
1.	MGR 101	MODERN GREEK I		3	6
2.	ENG 110	ADVANCED ENGLISH		3	6
3.	SPA 101	SPANISH I		3	6
4.	LIB 117	CULTURAL GEOGRAPHY		3	6

R stands for Required

Course Title	BUSINESS ETHICS				
Course Code	BUS 222				
Course Type	CORE REQUIREMENT COMPULSORY				
Level	DIPLOMA				
Year / Semester	2ND YEAR / 4TH SEMESTER				
Teacher's Name	GEORGE ANTONIADES				
ECTS	6	Lectures / week	3	Laboratories / week	
Course Purpose and Objectives	The purpose of this course is to introduce students to ethical considerations regarding business practices. The course also aims to provide students with the necessary skills to describe fundamentals concepts of ethics in various cases. Students will learn how to act responsibly towards all business stakeholders keeping in mind business profitability and be able to explain different models of how social responsibility can create a sustainable return on investment for companies.				
Learning Outcomes	<ol style="list-style-type: none"> 1. Describe the importance of ethical business practice. 2. Recognize ethical business risks. 3. Use ethical decision making models. 4. Explain global issues in business ethics. 5. Discuss the relationship between sustainability and ethics. 				
Prerequisites	MGT 111 – Introduction to Business		Required	YES	
Course Content	<p>Introduction to business ethics Reasons to study business ethics. The benefits of business ethics Developing global ethical culture</p> <p>Company and stakeholder relationship Stakeholders defined Issues in social responsibility Corporate governance and stakeholder responsibility</p> <p>Business ethics issues Ethical awareness-Recognizing ethical issues</p>				

	<p>Ethical dilemmas in business Challenge to determine ethical business issues</p> <p>Institutionalization of business ethics Managing ethical risks Mandated and voluntary programmes for ethical practice Laws encouraging ethical conduct</p> <p>Making decision in an ethical manner Framework for ethical decision making Ethical decision making model Considerations in ethical decision making Moral philosophy and application to decision making</p> <p>Ethical culture and business relationships Leadership and corporate culture Variations in employee conduct and ability to control own action</p> <p>Developing ethical programs Codes of conducts Ethics training and communication Monitoring and enforcing ethical programmes Auditing ethical programmes</p> <p>Global ethical decision making Global culture ethics and values Economic foundations of business ethics Global ethics issues</p> <p>Sustainability and ethics Sustainability and ethical decision making Global environment issues Business and sustainability issues</p>
Teaching Methodology	<p><u>In the Classroom:</u> Lecturers make use of whiteboards, flipcharts, overhead projector, VR glasses, video material 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, 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, role play, discussion on relevant articles, independent and private study, preparation of projects, fieldwork and team work.</p>
Bibliography	Required Bibliography:

		Author(s)	Title	Publisher/Year	Edition	ISBN						
	1	O. C. Ferrell, John Fraedrich ,Ferrell	Business Ethics: Ethical Decision Making & Cases	Cengage Learning, 2018	12th ed.	1337614432						
	Recommended Further Bibliography:											
		Author(s)	Title	Publisher/Year	Edition	ISBN						
		Laura Hartman, Joseph DesJardins, et al.	Business Ethics: Decision Making for Personal Integrity & Social Responsibility	McGraw-Hill Education 2017	4th ed.	1259417859						
Assessment	<p>The final course grade is made up of:</p> <table> <tr> <td>Coursework</td> <td>35%</td> </tr> <tr> <td>Attendance & Participation</td> <td>5%</td> </tr> <tr> <td>Final Examination</td> <td>60%</td> </tr> </table> <p>The pass mark is 50%</p> <p>Final Examination marks constitute 60% of the final semester mark, while Midterm Examinations and assignments (when applicable) constitute the 35% and participation, attendance the 5%.</p> <p>The pass mark is set at 50%.</p> <p>The Midterm examinations are based on material covered during a given period and are set towards the end of November in the case of Fall semesters, the end of March in the case of Spring semesters, and the end of July in the case of summer sessions.</p> <p>These take place during lesson time and take no more than two study periods to complete.</p> <p>Final examinations are based on material covered throughout the semester. The dates for these are set down on the academic calendar. The Final Examinations have duration of three hours for Diplomas, Bachelor Degrees and Master Degrees.</p> <p>Final examination marks are combined with the marks from the Midterm examinations, participation and assignments (when applicable) to produce the final mark for the semester.</p>						Coursework	35%	Attendance & Participation	5%	Final Examination	60%
Coursework	35%											
Attendance & Participation	5%											
Final Examination	60%											
Language	ENGLISH											

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

While in broad terms the program of study is adequate there is space for improvement:

Comment of the Committee

Following mostly British tradition, the program could benefit from employing external experts (called external examiners in the UK) to validate its offerings, provide feedback to course and program material and overall push for improvements and refinements when not picked up by internal faculty. Indeed, competing Colleges in Cyprus have started to employ such strategies.

Reply from the Institution

The comment has been noted and we would like to refer to our Quality Assurance Handbook and procedure **Aca_OIP_22** as shown below:

Aca_OIP_22

Annual Programme Review

On completion of the academic year the Academic Dean requests the Academic Committee and the QA Committee to meet and discuss the “Annual Programme Review” reports. External Academic Advisors and Professionals are invited to participate in the meetings in order to review the structure and the content of the programmes. The Programme Coordinators and the Librarian participate in the meetings. The Committees together with the external stakeholders review the quality, validity and sustainability of the Programmes.

The QA Officer issues the “Annual Programme Review” reports.

The Committees are responsible for:

- Examining Faculty evaluation.
- Evaluating data on student progression and achievement.
- Reconsidering the validity of the Programme in the light of current research, practice, technological advances and resources.
- Examining the structure and content of the programme of study.
- Requesting risk assessment reports and examining programme sustainability.
- Monitoring how well learning outcomes have been attained by students.
- Considering of cumulative changes affecting the design and operation of the Programme including availability of staff and resources.
- Responding to external examiners reports and student feedback.
- Examining employment opportunities.

The Academic Dean, the QA Officer and the Programme Coordinators are responsible for implementing corrections and or updates.

Programmes are subject to accreditation every five years by The Cyprus Agency of Quality Assurance and Accreditation in Higher Education. The Academic Dean, the Course Coordinator and the QA Officer are responsible for applying for accreditation

Comment of the Committee

The committee views as benefit the flexibility of the program to allow its graduates to transition into the Bachelor’s program, and it also notes that there might be space for strategic manoeuvring from the students’ side. Students may be entering the Diploma even if they do plan to study for the Bachelor’s as a means of a) easier admission and b) perhaps somewhat better chances to succeed

in the courses they enrol into the first 4 semesters as the equivalent courses in the Bachelor's program may be more demanding.

Reply from the Institution

The comment has been noted and we would like to point out that according to our Internal Regulations and Quality Assurance Handbook the credits earned in another programme of study at Ctl Eurocollege do not carry quality points and are not calculated into students' Grade Point Averages and Cumulative Point Averages. Please see the transfer of credits procedure below:

Aca_ApP_05

Application process of transfer of credits/ECTS to another programme of study at Ctl Eurocollege.

Students who have commenced or completed a Programme of study at Ctl Eurocollege and wish to transfer to another programme of study, must submit an application to the Academic Office.

All transfer applications are brought before the Academic Committee which gives the final approval on the number of credits/ECTS to be transferred. The decision of the Committee is archived in the corresponding file.

The registration process follows.

Transfer credits of courses attended in another programme can only be accepted with a pass mark.

The number of credits/ECTS for each transferred subject has to comply with those given to corresponding subjects.

Credits earned in another programme of study at Ctl Eurocollege do not carry quality points and are not calculated into students' Grade Point Averages and Cumulative Point Averages.

Additionally, the College in order to minimize further the chances of strategic manoeuvring from the students' side, has minimized as possible the number of common and transferrable subjects from the Diploma to the Degree (under accreditation) as shown below:

GENERAL EDUCATION SUBJECTS

Common subjects

Compulsory	1
Optional	3

Transferrable ECTS

Compulsory	6
Optional	6

CORE SUBJECTS

Common subjects

Compulsory	11
Optional	2

Transferrable ECTS

Compulsory	66
Optional	6

FREE ELECTIVES

Common subjects	4
Transferrable	6 ECTS

TOTAL OF ECTS TRANSFERRED TO THE DEGREE LEVEL: 90 ECTS out of 120 ECTS

Comment of the Committee

The international dimension of the program is strengthening over time and one way to accelerate that progress is (i) to be inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations, and (ii) extend the recruiting in new markets (e.g. Russia, Russian speaking countries, etc.) to benefit from these markets and needs.

Reply from the Institution

- (i) The comment has been noted and we would like to mention that the Administration of the College, after consultation with the Board of Governors and the College Council, has decided to approve a yearly budget which will be allocated to visiting Professors from abroad or other Institutions in Cyprus. The target set is to have at least two (2) visiting professors per year.

Additionally we would like to mention that the College has been selected for the award of the Erasmus+ Charter for Higher Education (ECHE) and is an Erasmus Chartered Institute offering exchange opportunities to Staff, Students and Programmes of Study. The College has agreed to cooperate in the exchange of students and/or staff in the context of the Erasmus+ programme with the following Institutions at the moment:

1. Universidad Catolica San Antonio de Murcia in Spain
2. Universum College Kosovo
3. Tbilisi State Academy of Arts in Georgia
4. Alberta College - Latvia
5. Poltava University Of Economics And Trade – Ukraine
6. Akademia Wychowania Fizycznego we Wroclawin

The recent staff mobility actions are shown below:

- Mr. George Antoniadou, member of the faculty visited Spain from 28/10/2018 – 03/11/2018 and taught Hotel Management course sessions in UCAM (Universidad Catolica San Antonio de Murcia).
- In April 2019 Ctl Eurocollege participated in the International Scientific Conference —Emerging Trends in Economics, Culture and Humanities (etECH2019)II, Riga-Latvia. Mrs Elena Malkawi and Mrs Dora Konstantinou both members of the faculty, presented research papers with another 180 participants from 18 countries and gave lectures on their area of expertise.
- Dr Georgios Afxentiou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught business related subject.
- Mrs. Chryso Panayidou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught tourism and hospitality subjects.
- Visiting Professors from Alberta College in Riga, Latvia visited our College in May 2019 as part of the same staff mobility programme and taught information technology and business subjects.
- A Professor from Obuda University, Budapest, Hungary visited our College in November 2019. Visiting lecturers from the University of Murcia in Spain are scheduled to visit our College in the coming months.

We would also like to refer to the Erasmus+ Committee and its objectives and mention that the Committee is continuously searching for new collaborations in order to be able to invite more visiting Professors from abroad and increase staff mobility.

ERASMUS+ Committee

The Erasmus+ committee aims to design a strategy for the Ctl Eurocollege and its Erasmus+ programme. The committee evaluates the progress of the programme and makes suggestions to management.

The objectives of the Committee:

1. To develop the Erasmus+ strategy.
2. To evaluate the progress of strategy implementation.
3. To encourage collaboration with Higher Education Institutions, public and private organizations.
4. To inform the faculty, students and the public about the Erasmus+ activities.

(ii) The comment has been noted and we would like to refer to our International Office and its function and objectives.

Recruitment of International students

The International Office is responsible for designing the strategic planning for the recruitment of International students with the assistance of the Marketing and PR Officer.

The International Office continuously is working to ensure the recruitment of quality students from all over the world.

Activities may include:

- Mass e-mail communication
- Electronic Advertising
- Travelling to various countries, visiting high schools and education representatives
- Social media communication
- Continuous search of new markets
- Continuous development of new associations with education representatives

The activities of the International Office have been targeted to post Soviet states and EU countries.

2. Teaching, learning and student assessment (ESG 1.3)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

The College should improve its support regarding the professional development of faculty in relation to staying up to date with teaching methods and research that can later be incorporated into the teaching provision.

Reply from the Institution

The comment has been noted and we would like to mention that the College policy is to continuously support its faculty in order to develop in regards to their teaching methods as well as in their research activities by following the strategy shown below:

- Reducing the number of teaching hours (3-6) of Lecturers involved in research programmes, or when working on their PhD thesis.
- Providing financial support to academic staff participating in seminars, workshops, or professional meetings held locally or abroad.
- Providing a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.
- Granting long leave of absence to those members of staff wishing to attend courses leading to a higher degree than the one they currently hold.
- Promoting staff to a higher ranking based on their qualifications, teaching & research experience.
- Granting paid leave of absence to those members of staff wishing to attend conferences locally or abroad.

The professional career development of the Academic Staff members and their involvement in research, either on an individual basis or under the umbrella of CTL Eurocollege, as well as their participation in research programmes in collaboration with other Higher Education Institutions is something which is very much encouraged by CTL Eurocollege management.

The following career scale gives a clear picture of the professional development of our Academic Staff members. In constructing the scale three parameters were taken into consideration, academic qualification, teaching experience in Higher Education Institutions, and participation in research programmes combined with publication activity in recognized international academic journals or other media of recognized value.

The College Administration requires that academics publish one paper in a recognized journal, one article on conference proceedings and participate in at least one international conference every year. In addition, it is recommended that faculty and staff engage in research projects with international partners from institutions, businesses, public agencies and communities.

Evaluation of faculty for the ranking

An internal process is in place concerning the ranking evaluation of the faculty. A committee that is consisted of one faculty member (Associate or Professor) from the home institution and two external examiners (Associate or Professor) from local and international institutions evaluates the prospective faculty for a job advancement. The committee examines the candidates based on designed criteria, prepares and submits a report to the college administration. The criteria includes the number and the quality of the publications (H index factor), the academic journals, involvement in the community, professional initiatives in research, peer reviewing assignments and student project supervision (doctorate and master final projects). Depending on the committee report the college administration decides on the advancement and benefits of the prospective faculty.

Code Scale	Scale Description	Scale Point	Qualifications/Experience	Publications Articles /Researches
101	Professor	1	Holder of PhD , plus 11 years teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	11 + years TE	
102	Associate Professor	1	Holder of PhD , plus 7 years teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	8-9 years TE	
		3	10-11 years TE	
103	Assistant Professor	1	Holder of PhD , plus 3 years teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	4-5 years TE	
		3	6-7 years TE	
104	Senior Lecturer	1	Holder of PhD with no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 year TE	NA
		4	9-11 year TE	NA
		5	11+ years TE	NA
105	Lecturer 1	1	Holder of MA with no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 years TE	NA
		4	9-11 years TE	NA
		5	11+ years TE	NA
106	Lecturer 2	1	Holder of BA no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 years TE	NA

		4	9-11 years TE	NA
		5	11+ years TE	NA

Professor

The Professor should meet the requirements for the Associate Professor rank. The appointee should have established international reputation for research, scholarly work and a high level of teaching.

Minimum requirements:

- A Doctorate
- At least eleven years of higher education teaching experience and significant research after the award of his/her doctorate.
- Evidence of high level teaching and scholarly work.
- Continued research productivity with original publications in international journals, books and conference proceedings.
- Consult and promote research through projects or supervision of research staff or graduate students.
- Contribution to the profession and service to the community.

Associate Professor

The Associate Professor should meet the requirements for the Assistant Professor rank. The appointee should have a high level of competence in teaching and advising in the relevant academic field, should have demonstrated significant research and scholarly work leading ideally to international recognition in his/her field. He/she should show promise of continued productivity, and competence to consult and promote research.

Minimum requirements:

- A Doctorate
- At least seven years of higher education teaching experience and significant research after the award of his/her doctorate.
- Evidence of high level teaching and scholarly work.
- Continued research productivity with original publications in international journals, books and conference proceedings.
- Consult and promote research through projects or supervision of research staff or graduate students.
- Contribution to the profession and service to the community.

Assistant Professor

The Assistant Professor should meet the requirements for the Senior Lecturer rank. The appointee should have qualities suggesting a high level of teaching ability in the relevant academic field, and should demonstrate quality research and scholarly work.

Minimum requirements:

- A Doctorate
- At least three years of higher education teaching experience and significant research after the award of his/her doctorate.
- Evidence of high level teaching and scholarly work.
- Original publications in international journals, books and conference proceedings.

Senior Lecturer

An appointee to the rank of Senior Lecturer must hold a Doctorate.

Minimum requirements:

- A Doctorate
- Potential teaching in higher education

Lecturer 1

An appointee to the rank of Lecturer 1 must hold a Master's degree.

Lecturer 2

An appointee to the rank of Lecturer 2 must hold a Bachelor Degree or a relevant professional qualification.

Comment of the Committee

The links to the local businesses/ market can be improved further in the near future. This could enhance marketability of potential future students and would add to the industry/business link of the programme. Also, possible internships for current foreign students may be enhanced and intensified.

Reply from the Institution

The comment has been noted and we would like to mention that the College has a policy of continuously enhancing its collaboration with companies in the business world.

The College until now has established collaboration with the following companies in the business world:

Forex companies (Windsor Broker and IQ Option Europe Ltd) and law firms (Costas Tsirides & Co LLC, Panikos A. Leonidou & Co Advocates & Legal Consultants, Andreas Savva & Partners LLC Advocates – Legal Consultants) who offer career development opportunities to our students.

Atlantica Hotels, Forest Park Hotel, Curium Palace Hotel, Sylva Hotel – this cooperation provides students the opportunity to work in the Hotel Industry and gain valuable experience. Students are employed in the Front Office department, Food & Beverage Department, Housekeeping department and Sales & Marketing department.

Pizza Hut, Burger King, Subway sandwiches – this cooperation provides students with the opportunity to work in well-known international fast food chains and gain valuable knowledge. Students are employed in the Customer Service department, Kitchen, Sales and Marketing.

Apart from the collaboration and links that the College has with the local business world, there is collaboration and agreements with companies abroad through the Erasmus+ programme. One of our students has completed his traineeship in Avezzano, Italy where he worked for the company The Digital worldll.

Comment of the Committee

The College applies a sound admission process with well-documented criteria. However, this could be tightened up if the programme is to become more competitive in the future (e.g. higher apolyterion marks to enter into the programme etc.). The English language entry requirement of an IELTS score of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an English taught programme.

Reply from the Institution

The comment has been noted and we would like to mention that according to the announcement published by the CYQAA on 2nd of July 2020, students enrolling in a graduate programme of study must have at least an average score of levels B1 – B2 (B1 ranges between 4.0-5.0 and B2 5.5 – 6.5).

Following the guidelines of the CYQAA, the College has the following entry requirements for undergraduate and graduate level programmes, which are approved by the Ministry of Education, Culture, Sports and Youth:

1. TOEFL minimum score 46-59
2. IELTS minimum score 5,5
3. IGCSE minimum grade C
4. Other equivalent internationally recognized examinations corresponding to the above.

In order to support students with their English language abilities, the following three (3) subjects are included in this programme's curricula as well as in all programmes offered by the College:

1. Business Communications – BUS 102 – Core Requirement – Compulsory which is offered during the 1st semester.
2. Academic Writing – ENG 103 – General Education – Optional which is offered during the 2nd semester.
3. Advanced English – ENG 110 – Free Elective – which is offered during the 3rd semester.

3. Teaching Staff (ESG 1.5)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

The College should invest more in resources that could help the faculty to conduct quality research. The acquisition of databases such as Bloomberg or WRDS could enhance and intensify the research activities of the faculty. While these databases are quite expensive, they consist of an additional means to augment the research activities of the faculty.

Reply from the College

The comment has been noted and we would like to mention that the College continuously enriches the resources provided to students and faculty. The College subscribes to the following Electronic Data-bases from EBSCO Information Services which can be accessed through the PCs in the Library, from the PCs in the Computer Labs, Administration, through the Wi-Fi connection in the college and also from home users.

Databases

E-book Academic Subscription

This growing subscription package contains a large selection of multidisciplinary eBook titles representing a broad range of academic subject matter, and is a strong complement for any academic collection. The breadth of information available through this package ensures that users will have access to information relevant to their research needs. More than 94,400 titles are included in this package, and additional titles are added to the package each month, at no additional cost.

Subject coverage includes:

Arts, Business & Economics
Education, Language Arts & Discipline
Literary Criticism, Medical
Performing Arts, Philosophy
Poetry, Political Science
Religion, Social Science
Technology & Engineering, Other

EBSCO Open Dissertations

EBSCO Open Dissertations now includes the content from American Doctoral Dissertations. It is a free database with records for more than 800,000 electronic theses and dissertations from around the world.

Subject Area: Multidisciplinary

Business Source Complete

With premium full-text content and peer-reviewed business journals, this database is an essential tool for business students. It covers all disciplines of business, including marketing, management, accounting, banking, finance and more.

Subject Area: Business & Economics

Content Includes: More than 2,000 active full-text journals and magazines

More than 1,200 active full-text peer-reviewed journals

More than 740 active full-text peer-reviewed journals with no embargo

More than 820 active full-text journals indexed in Web of Science or Scopus

Computers & Applied Sciences Complete

Computers & Applied Sciences Complete is a full-text database covering computing, technology and engineering disciplines. It is especially useful to researchers studying the business and social implications of new technology.

Subject Area: Technology & Engineering

Content Includes:

Nearly 640 active full-text journals and magazines

More than 500 active full-text peer-reviewed journals

More than 310 active full-text peer-reviewed journals with no embargo

More than 400 active full-text journals indexed in Web of Science or Scopus

eBook Academic Collection

This growing subscription package contains a large selection of multidisciplinary e-books representing a broad range of academic subjects. The breadth of information available through this package ensures that students and scholars will have access to information relevant to their research needs.

Offering more than 150,000 e-books, this collection includes titles from leading university presses such as Oxford University Press, MIT Press, State University of New York Press, Cambridge University Press, University of California Press, McGill-Queen's University Press, Harvard University Press and many others. Additional academic publishers include Elsevier, Ashgate Publishing, Taylor & Francis, Sage Publications and John Wiley & Sons.

Subject Coverage Includes:

- Arts
- Business and economics
- Education
- Language Arts and discipline
- Literary criticism
- Medical
- Performing Arts
- Philosophy
- Poetry
- Political science
- Religion
- Social science
- Technology and engineering
- Other academic fields

European Views of the Americas: 1493 to 1750 (Ebsco)

This archive is a comprehensive guide to printed records about the Americas written in Europe before 1750 from *European Americana: A Chronological Guide to Works Printed In Europe Relating to the Americas, 1493-1750*. This authoritative bibliography is well-known and respected by scholars worldwide, and a valuable index for libraries, researchers and individuals interested in European works that relate to the Americas.

The authoritative bibliography is well-known and respected by scholars worldwide, and is a valuable index for libraries, researchers and individuals interested in European works that relate to the Americas. It was co-developed by John Alden and the Curator of European Books at The John Carter Brown Library, Dennis Landis. This electronic index represents a wide range of topics, from the British/French/Dutch in America to natural disasters, religious orders, slavery and more. The John Carter Brown Library, founded in 1846, is a

foremost repository of rare books and materials and is a center for advanced research in history and the humanities.

Titles include:

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1493-1600

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1601-1650

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1651-1675

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1676-1700

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1701-1725

European Americana: A Chronological Guide to Works Printed in Europe Relating to the Americas, 1726-1750

Content Includes:

More than 32,000 records

Coverage of European exploration and portrayals of Native American peoples

Subjects include:

British in America

Commerce

Discoveries

Dutch in America

French in America

Great Britain—Colonies

Jesuits (and other religious orders) in America

Pirates

Slave trade

GreenFILE

A Free Resource Covering the Human Impact on the Environment

This complimentary research database provides scholarly, government and general-interest sources covering the environmental effects of individuals, corporations and governments and what can be done at each level to minimize negative impacts.

Extensive Multidisciplinary Coverage

GreenFILE covers the connections between the environment and a variety of disciplines such as agriculture, education, law, health and technology. This free research database offers indexing and abstracts for more than 850,000 records and open access full text for nearly 13,000 records.

Key journals include Agriculture, Ecosystems & Environment, Forest Ecology & Management, and International Journal of Green Energy.

Subjects Include:

Global climate change

Green building
Pollution
Sustainable agriculture
Renewable energy
Recycling

Library, Information Science & Technology Abstracts (Ebsco)

A Free Resource Covering Library and Information Science

This free research database provides indexing and abstracting for key library and information science journals, books, research reports and more. It is EBSCO's intention to provide access to this resource on a continual basis.

Hundreds of Indexed Journals

Library, Information Science & Technology Abstracts (LISTA) indexes more than 600 core journals and more than 120 selective and priority journals. Coverage in this free research database extends as far back as 1960. LISTA also includes author profiles and a robust thesaurus.

Quality Author Information

Customers can review information on LISTA's most frequently indexed authors, including which subject terms are most commonly applied to their Articles and in which publications the author has been published.

Subjects Include:

Bibliometrics
Cataloging
Classification
Information management
Librarianship
Online information retrieval

<https://www.ebsco.com/products/research-databases> (Retrieved January 4, 2019).

In addition to the above, the College has the following open access databases on its website as shown below, please follow the link:

<http://www.ctleuro.ac.cy/en/the-college/library/search-library/databases-a-to-z-catalogue>

Additionally, Researchers of our Research Office are members in the following:

- Academy of Management
- Strategic Management Society

Comment of the Committee

The College should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the College but also together with other Cypriot Universities and Colleges. A good start would be to take advantage of

COVID-19 and introduce virtual research seminars inviting good domestic and international researchers to present their work.

Reply from the College

The comment has been noted and we would like to mention that the Head of our Research Office together with its members and other Faculty staff participate on a regular basis in research seminars and in conferences in order to discuss and share with other researchers their proposals and findings . This helps them to conduct quality research and advance their level of expertise in their fields of specialization.

The most recent example is the participation of the Head of the Research Office in the 3rd Annual Conference of the Cyprus Institute of Management (CIM) in Nicosia, Cyprus. The presentation of a developmental paper from the research on an innovative organisation design for small and medium sized businesses concerning exportation of wine in the global market will be discussed at roundtables and workshops with scholars from Cyprus and Europe.

Additionally, Dr Afxentiou submitted a virtual conference proposal to the management committee of the SHIINE Cost Action 18236 for November 2020. He is representing Cyprus in the Management Committee of the CA 18236 where there are thirty seven participating countries from Europe and abroad.

Please see below the most recent activities of our Researchers showing their participation in conferences and their presentations of abstracts and papers:

Participation in conferences:

- SHIINE. COST ACTION 18236 Novi Sad, SERBIA January 15-17, 2020
Multi-disciplinary Innovation for Social Change
- 1st Doctoral Colloquium 2019 Nicosia December 7, 2019
- 15th ASEF Classroom Network Tokyo-Japan November 25-29, 2019
Conference
Education for Sustainable Development and Artificial Intelligence:
The Role and Readiness of Teachers.
- SNJ (Service National de la Jeunesse) Luxemburg, LUXEMBURG November 4-9, 2019
Makerspaces in Digital Youthwork
- Colloquium/ Symposium, Berlin, GERMANY October 24-25, 2019
1st Doctoral students Campus Macromedia University
- ENRESSH. COST ACTION 15137 Valencia, SPAIN September 17-18, 2019
Network for Research Evaluation in the Social Sciences and the Humanities
- EuroMed Academy of Business Thessaloniki, GREECE September 18-20, 2019
The Twelfth Annual EuroMed Academy of Business (EMAB) Conference, Business
Management Theories and Practices in a Dynamic Competitive Environment
- Ekonomikas un kulturas augstskola (EKA) Riga, LATVIA April 24-26, 2019
International Scientific Conference (etECH2019), Emerging Trends in Economics, Culture
and Humanities
- Cyprus Institute of Marketing (CIM) Limassol, CYPRUS April 5, 2019
Second Annual Conference of the Cyprus Centre for Business Research, Re-Inventing

Tourism

- ENRESSH. COST ACTION 15137 Podgorica, MONTENEGRO March 7-8, 2019
European Network for Research Evaluation in the Social Sciences and the Humanities
- Academy of Management (AOM) Tel Aviv, ISRAEL December 17-19, 2018
From Start-up to Scale-up Strategies: Coping in a Volatile Business Environment
- ENRESSH. COST ACTION 15137 Ljubljana, SLOVENIA July 10-11, 2018
European Network for Research Evaluation in the Social Sciences and the Humanities
- ENRESSH. COST ACTION 15137 Lisbon, PORTUGAL March 3-4, 2018
European Network for Research Evaluation in the Social Sciences and the Humanities
- ENRESSH. COST ACTION 15137 Zagreb, CROATIA February 5-9, 2018
Training School and Think Tank
European Network for Research Evaluation in the Social Sciences and the Humanities
- ENRESSH. COST ACTION 15137 Sofia, BULGARIA March 7-8, 2017
European Network for Research Evaluation in the Social Sciences and the Humanities

Conference proceedings of abstracts and papers

1. Title: The Role of Entrepreneurial Universities in Regional Knowledge Spill over and Social Innovation.

Authors: Saha N., Sáha T., Weber C., Stukalina Y., Afxentiou G., Lepik K.L.,
Urmanaviciene A., Sáha P.

Journal: XV edition of IFKAD

Conference: IFKAD Conference, 9-11 September 2020, Matera, Italy, EUROPE

Accepted for Presentation and Publication at the Fifteen Annual ISI Conference
Proceedings of the IFKAD 2020

2. Title: The Relation of Stress Management and Leadership Effectiveness in the Hotel Industry of Cyprus.

Authors: Afxentiou G., Malkawi E., Antoniadis G.

Journal: EuroMed Academy of Business, September 18-20, 2019

Conference: Twelfth Annual EuroMed Conference, Thessaloniki, Greece, EUROPE

Accepted for Presentation and Publication at the Twelfth Annual ISI Conference Proceedings
of the EuroMed Academy of Business 2019

ISBN: 2547-8516

3. Title: The Role of Stress Management in Managerial Decision Making: Cyprus Hotel Industry.

Authors: Malkawi E., Afxentiou G., Antoniadis G.

Journal: EKA University of Applied Sciences Journal, April 2019

Conference: Emerging Trends in Economics, Culture and Humanities, Riga, LATVIA

Accepted for Presentation and Publication at the Conference Proceedings of the International Scientific Conference (etECH2019)

ISBN: 978-9984-24-222-4

4. Title: The Impact of Stress Management on Leadership Effectiveness in the Hotel Industry of Cyprus.

Authors: Afxentiou G., Malkawi E., Antoniadis G.

Journal: The Market: International Journal of Business, April 2019

Conference: Second Annual Conference of the Cyprus Centre for Business Research, Limassol, CYPRUS

Accepted for Presentation and Publication at the Second Annual Conference Proceedings of the International CIM Conference 2019

Comment of the Committee

The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS list in the UK. The standardization of some criteria would allow consistency across the board while providing faculty with clear goals that need to be achieved.

Reply from the College

The comment has been noted and we would like to refer to the reply given for the comment in **Section 2 – Teaching, learning and student assessment – Areas of improvement and Recommendations** in pages 11-14.

We would like to mention that the College Administration requires that academics publish one paper in a recognized journal, one article on conference proceedings and participate in at least one international conference every year. In addition, it is recommended that faculty and staff engage in research projects with international partners from institutions, businesses, public agencies and communities.

In addition to that we would like to refer to our Research Office and its vision, strategy and activities as shown below:

Vision

Our vision is to develop original academic research that is of value to academics and practitioners. We are committed to producing research of excellence, instill ethical standards and follow the policies and laws of the state. We strive to promote research and ethics to the research community, industry and the society. The quality of our research is reflected in the research programmes, ethical standards, transparency procedures and our contribution to academics, practitioners and society.

Strategy

Our strategy is to design research programmes, conduct quality research and publish outcomes in academic and professional journals. We aim to engage in research activities with selected faculties, students and partners and apply new research findings to the programmes of study. An integral part of our strategy is to build a wide network of researchers and to promote the research findings globally.

The Research Office conducts academic research. The Office is comprised of the Head of Research and faculty members with a recognized background in research and extensive academic experience. The College provides the infrastructure to support the researchers, faculty and students.

Functions of the Research Office:

1. Designs and supports teams of researchers in conducting research.
2. Supports research activities and coordinates all research projects.
3. Prepares and submits research proposals to National and European funding programmes.
4. Applies new research findings to Programmes of study.
5. Engages faculty, personnel and students in research activities and projects.
6. Publishes the research findings in international journals with peer-reviewing systems, international conferences, conference proceedings and other publications.

4. Students

(ESG 1.4, 1.6, 1.7)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.

Reply from the Institution

The comment has been noted and we would like to refer to our Quality Assurance Handbook and the following procedure:

Qua_InP_05

Quality Assurance As Regards Learning and Student Resources

On completion of the academic year, the Academic Dean, the Academic Committee, the QA Committee and the Librarian meet to review the quality of the learning and student resources provided to students.

At the meeting, the participants:

1. Confirm the efficacy of the lecture rooms and their facilities.
2. Certify the renewal of the electronic library subscription.
3. Verify that the databases provided to students and staff through the electronic library are sufficient.
4. Substantiate that the databases support the research and development strategy set by the college.
5. Verify the renewal of magazines and journal subscriptions that support the programmes of study.
6. Corroborate that the library collection has been suitably enriched.
7. Establish that all library books are updated regularly and that all books mentioned in the syllabi are included in the library collection.
8. Confirm that the computer lab equipment is of the latest technology.
9. Certify that the building facilities are of an appropriate level and equally accessible to all students.
10. Verify that building facilities comply with the Health & Safety Regulations.
11. Confirming that the College complies with General Data Protection Regulation.
12. Verify that support services provided to students are of a high standard.

The QA Officer is responsible for monitoring the implementation of decisions taken at the meeting.

Comment of the Committee

The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.

Reply from the Institution

The comment has been noted and we would like to mention that the College has drawn up the new procedure Aca_OIP_25 Emergency COVID 19 measures, in line with the guidance provided by CYQAA and taking into account Data Personal Protection as shown below (the procedure is in the Greek language):

Emergency COVID 19 measures

Διαδικτυακά μαθήματα

Η διεξαγωγή των μαθημάτων σε όλα τα προγράμματα γίνεται κανονικά εξ' αποστάσεως με τηλεδιασκέψεις ακολουθώντας τις καθορισμένες ώρες του ωρολογίου προγράμματος μέσα από την ηλεκτρονική πλατφόρμα ELMS και τη διαδικτυακή εφαρμογή ZOOM για την οποία αγοράζεται ο απαιτούμενος αριθμός αδειών χρήσης.

Το διδακτικό προσωπικό καταρτίζεται επαρκώς και οι φοιτητές ενημερώνονται για τη χρήση της εφαρμογής με εγχειρίδιο που στέλλεται από το Ακαδημαϊκό τμήμα.

Οι φοιτητές έχουν κλειστές τις κάμερες των υπολογιστών τους και τα μαθήματα βιντεογραφούνται για σκοπούς ελέγχου και φυλάσσονται. Πρόσβαση έχουν μόνο εξουσιοδοτημένα άτομα του Ακαδημαϊκού τμήματος.

Ενδιάμεσες και τελικές εξετάσεις

Όλοι οι φοιτητές ενημερώνονται γραπτώς σε εύλογο χρονικό διάστημα πριν την έναρξη των εξετάσεων, ότι οι τελικές εξετάσεις επιβάλλεται να βιντεογραφούνται με βάση τις οδηγίες του φορέα ΔΙΠΑΕ. Σε περίπτωση που οποιοσδήποτε φοιτητής δεν επιθυμεί να βιντεογραφηθεί θα πρέπει να το δηλώσει γραπτώς μέσω email ώστε να διευθετηθεί διαζώσης εξέταση όταν και εφόσον οι συνθήκες το επιτρέπουν.

1. Το γραπτό ανεβαίνει στην πλατφόρμα ELMS από Ακαδημαϊκό Λειτουργό μία (1) μέρα προηγουμένως και ενεργοποιείται αυτόματα την ώρα έναρξης της εξέτασης ώστε να είναι προσβάσιμο από τους φοιτητές.
2. Οι φοιτητές σε κάθε σελίδα γράφουν μόνο τον αριθμό εγγραφής τους (χωρίς όνομα, χωρίς υπογραφή), για λόγους προστασίας προσωπικών δεδομένων..
3. Η υποβολή των γραπτών γίνεται στην πλατφόρμα στο χώρο ΕΡΓΑΣΙΕΣ (Δίπλα από το Υλικό).
4. Λόγω του ότι για κάθε εργασία μπορούν να ανέβουν μόνο 3 αρχεία δηλαδή 3 σελίδες στη δική μας περίπτωση. Για κάθε εξέταση υπάρχουν 3 sections, έτσι συνολικά οι φοιτητές μπορούν να ανεβάσουν μέχρι και 9 σελίδες. Εάν για παράδειγμα ένας φοιτητής υποβάλει 5 σελίδες τότε οι πρώτες 3 θα υποβληθούν στο PART A και οι άλλες 2 στο Part B. Οδηγίες στέλνονται στους φοιτητές αλλά δίνονται και προφορικά οδηγίες κατά την έναρξη της εξέτασης.
5. Δεν χρειάζεται επιβεβαίωση παραλαβής από τον καθηγητή.
6. Στη συνέχεια γίνεται αυτόματη απενεργοποίηση του συνδέσμου στον οποίο θα υποβάλλονται τα γραπτά, μετά το πέρας του προκαθορισμένου χρόνου της εξέτασης (συμπεριλαμβανομένου και του επιπλέον χρόνου για υποβολή +15 λεπτά).
7. Για δυσκολίες που αφορούν την ανάγνωση γραπτών χρησιμοποιούνται όλα τα τεχνολογικά μέσα που διατίθενται (π.χ zoom in ή light).

Διαδικασία Εξέτασης:

Ο καθηγητής υπογράφει και δεσμεύεται γραπτώς ότι θα ακολουθήσει πιστά τη διαδικασία και ότι θα καταστρέψει όλα τα αρχεία που έχει στην κατοχή του, για προστασία προσωπικών δεδομένων μετά την αποστολή τους στο Ακαδημαϊκό τμήμα και την ολοκλήρωση των εξετάσεων.

- I. Βιντεογράφιση της εξέτασης (Αυτόματα με την έναρξη της τηλεδιάσκεψης). Ενημερώνονται προφορικά οι φοιτητές ότι η εξέταση απαιτείται να βινετογραφηθεί με βάση οδηγίες του Φορέα ΔΙΠΑΕ για τη διασφάλιση του αδιάβλητου των εξετάσεων. Τα δεδομένα αποθηκεύονται σε ασφαλή Βάση Δεδομένων και είναι προσβάσιμα μόνο από εξουσιοδοτημένα άτομα. Οι φοιτητές ενημερώνονται εκ των προτέρων με μήνυμα.
- II. Ταυτοποίηση (Ενεργοποίηση κάμερας και ταυτοποίηση των συμμετεχόντων μέσω της πλατφόρμας ELMS)
- III. **Η κάμερα και τα μικρόφωνα των φοιτητών πρέπει να είναι ανοικτά καθ' όλη τη διάρκεια της εξέτασης.**
- IV. Οι φοιτητές πρέπει να εισέρχονται στην τηλεδιάσκεψη με πλήρες όνομα και τον αριθμό εγγραφής τους.
- V. Οι φοιτητές γράφουν το πλήρες όνομα και τον αριθμό εγγραφής τους στην περιοχή του chat area έτσι ώστε μόλις τερματιστεί η τηλεδιάσκεψη το chat area αποθηκεύεται αυτόματα και καταγράφονται οι παρουσίες.
- VI. Φοιτητές μπορούν να εισέλθουν στην εξέταση με μέγιστη καθυστέρηση 45 λεπτά. Μετά το πέρας του προβλεπόμενου χρόνου δεν δίνεται άδεια εισόδου (Admit)
- VII. Όλα τα μαθήματα ανεξαρτήτως αριθμού πρέπει να βιντεογραφούνται (οδηγία του Φορέα ΔΙΠΑΕ)
- VIII. Καθ' όλη τη διάρκεια της εξέτασης καταγράφονται οι παρατηρήσεις που αφορούν παράξενες συμπεριφορές, εάν προκύψουν (π.χ: καθυστερημένη είσοδος στο σύστημα: Ο φοιτητής XYZ παρουσιάστηκε στις 10 πμ ενώ η εξέταση άρχιζε στις 9:00, π.χ: Η φοιτήτρια ΑΒΓ έσβησε την κάμερα της). Η αναφορά διεξαγωγής εξετάσεων πρέπει να παραδοθεί (εάν υπάρχει) μαζί με τα γραπτά και την αναφορά με τις βαθμολογίες (excel file of students' grades) ηλεκτρονικά.
- IX. Δίνονται σαφείς οδηγίες στους φοιτητές και δεν υπάρχει καμία ελαστικότητα σε περιστατικά ανυπακοής, εκτός και εάν υπάρχει αδιαμφισβήτητο αποδεικτικό στοιχείο το οποίο θα πρέπει να αποστείλει ο φοιτητής στο επιτηρητή και ο επιτηρητής με τη σειρά του να το υποβάλει για να εξεταστεί από το Disciplinary Committee.
- X. Μετά το πέρας των εξετάσεων κατεβάζονται τα αρχεία που υποβλήθηκαν από τον κάθε φοιτητή για διόρθωση.
- XI. Διατηρείται ηλεκτρονικό αρχείο με όλες τις φωτογραφίες του κάθε γραπτού και υποβάλλονται όπως και οι ενδιάμεσες εξετάσεις στο Ακαδημαϊκό τμήμα μαζί με την αναφορά των βαθμολογιών (excel αρχείο). Μην προβείτε σε ηλεκτρονική βαθμολόγηση πάνω στις φωτογραφίες, θέλουμε να διατηρήσουμε τις αυθεντικές εικόνες.

- XII. Αφού ολοκληρωθεί η διαδικασία από πλευράς των καθηγητών, παραδίνονται όλα τα αρχεία που αφορούν τις Τελικές εξετάσεις (βίντεο, ηλεκτρονικά γραπτά, αναφορά με βαθμολογίες και αναφορά διεξαγωγής εξετάσεων) και συμπληρώνονται στην πλατφόρμα ELMS όλες οι βαθμολογίες. Ενημερώνονται οι ακαδημαϊκοί λειτουργοί άμεσα, έτσι ώστε να διαγράφονται από την πλατφόρμα τα αρχεία που υποβλήθηκαν από τους φοιτητές λόγω προστασίας προσωπικών δεδομένων.
- XIII. Αφού επιβεβαιωθεί η παραλαβή των αρχείων από Ακαδημαϊκή Λειτουργό ο καθηγητής καταστρέφει όλα τα αρχεία που έχει στην κατοχή του, όπως έχει δεσμευτεί με βάση τη δήλωση που υπογράφηκε για προστασία προσωπικών δεδομένων.

Comment of the Committee

Finally, the College should ensure the safe transfer from Diploma to other programmes without overlapping courses, material, etc.

Reply from the Institution

The comment has been noted and we would like to refer that all programmes of study are carefully designed in order to prevent overlapping of courses. Common subjects in various programmes have the same title and code in order to prevent repetition of courses and material taught.

Courses offered in degrees, that are not common with courses offered in diplomas, and may be of the same topic, are offered in a higher level and have advanced level of content, assessment and requirements.

On completion of their courses, students studying in degree programmes are able to explain, justify and analyse topics using their critical thinking. In order to achieve this, Lecturers use more difficult and complex case studies and promote the discussion and role play in class reinforcing students in using their own arguments.

5. Resources

(ESG 1.6)

AREAS OF IMPROVEMENT AND RECOMMENDATIONS

Comment of the Committee

Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.

Reply from the Institution

The comment has been noted. Please refer to the reply given for the comment in **Section 3 – Teaching Staff – Areas of Improvement and Recommendations** pages 16 - 19.

We would like also to refer to the Interlibrary loan services provided by the College. Please follow the link:

<http://www.ctleuro.ac.cy/en/the-college/library/library-services>

Comment of the Committee

In the long run the College could also consider offering accommodation to students.

Reply from the Institution

The comment has been noted and we would like to refer to the housing services provided by the College:

Housing Services

The aim of this service is to provide a safe, healthy, pleasant and affordable environment that helps students develop.

The Student Welfare and Activities Officer is responsible for assisting students who are relocating and need assistance securing accommodation. The College provides a full range of housing services and works closely with students to determine the best options.

On the application form, students state whether they need the College Housing service.

The International Officer (dealing with International students) and the Academic Officer (dealing with local and EU students) inform the Student Welfare & Activities Officer if a student requires their help.

The Student Welfare and Activities Officer keeps an updated directory of flats /houses available for student rental. The Officer inspects all available flats /houses prior listing in the directory.

Whenever new students arrive, the Student Welfare & Activities Officer arranges for them to view appropriate flats or houses. When students choose their accommodation they sign a rental agreement.

The Officer works closely with students on an individual and on-going basis to resolve any housing problems that may arise throughout their rental term.

Comment of the Committee

The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.

Reply from the Institution

The comment has been noted. Please refer to the reply given for the comment in **Section 4 – Students – Areas of Improvement and Recommendations** page 24.

Comment of the Committee

The uncertainty about ‘face to face’ teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has ‘fail safe’ contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.

Reply from the Institution

The comment has been noted. Please refer to the reply given for the comment in **Section 4 – Students – Areas of Improvement and Recommendations** page 25 - 27.

6. Additional for distance learning programmes
(ALL ESG)

N/A

7. Additional for doctoral programmes
(*ALL ESG*)

N/A

8. Additional for joint programmes
(ALL ESG)

N/A

B. Conclusions and final remarks

Comment of the Committee

Ctl Eurocollege has a good understanding of the market demand for prospective students. Ctl Eurocollege puts effort in assisting the students with their careers as well as aims for 'real-world' teaching methods. That should include internship and work experience opportunities as a future plan.

Reply from the Institution

The comment has been noted and we would like to mention that the College acknowledges the importance of internship and its benefit to students. We would like to refer to the procedure included in our Quality Assurance Handbook.

We would like to mention though that because there are so many legal restrictions regarding the Industrial placement of international students, the internship is offered in specific programmes of study (mostly in the Hospitality field) where more internship opportunities are provided.

Swa_InP_04

Industrial Placement

The Industrial Placement period is a major part of a number of Programmes of study. It is a progressive extension to the academic, practical and management skills developed during students' studies at the College. The Industrial placement also allows student to develop personal responsibility, reliability and confidence.

The Industrial Placement fulfills the following purposes:

- It integrates the various elements and subject areas from the courses into student's work.
- It develops students' interpersonal and decision making skills in a working environment.
- It builds up self-confidence, reliability and responsibility.
- It contributes in a concrete way to the wellbeing of the establishment the student is working in.

The College liaises with employers to monitor students' progress and ensure that the above aims are met.

The Industrial Placement lasts for 12 weeks.

The Heads of Fields are responsible for visiting corresponding students at work and keeping records of their performance.

The placement should take place in Cyprus or abroad. If students find an employer on their own who is willing to sponsor their training it must be approved by the College first.

A logbook is given to the student, which is completed by the employer on a weekly basis. In the log book the employer gives descriptive details of student weekly training, comments and states absences. The completed and signed logbook is returned to the Academic Office on completion of the placement.

The full period of 12 weeks (480 hours or otherwise stated in the syllabus) must be completed for the award of credits/ECTS.

On completion of the industrial placement, the employer completes the student evaluation form and the student completes the Self Evaluation form. The Employer prepares a Reference Letter for the student.

Furthermore students must submit a report of 1500-2000 words as feedback of their experiences during industrial training, which discusses the tasks assigned for implementation, job satisfaction and the practical

skills gained throughout that period. The submission of the report is mandatory and students should follow the Gibbs' Reflective Cycle as presented in the Industrial Placement logbook.

The Industrial Training grade is made up of:

Employer's evaluation (Log Book)	50%
Supervisor's evaluation	25%
Students Reflective Essay	25%

Comment of the Committee

On the other hand we encourage the faculty to engage more heavily in current (high-level) and further research activities and for the College to put in place stronger incentives for the faculty to do so. There seems to be a clear ambition for research to grow and concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when needed, launching other programs and strengthening collaborations with external academics.

Reply from the Institution

The comment has been noted and we would like to refer to the reply given for the comment in **Section 2 – Teaching, learning and student assessment – Areas of Improvement and Recommendations** pages 11-14.

We would also like to refer to the Vision and Strategy of our Research Office as stated in page 22 - 23:

Vision

Our vision is to develop original academic research that is of value to academics and practitioners. We are committed to producing research of excellence, instill ethical standards and follow the policies and laws of the state. We strive to promote research and ethics to the research community, industry and the society. The quality of our research is reflected in the research programmes, ethical standards, transparency procedures and our contribution to academics, practitioners and society.

Strategy

Our strategy is to design research programmes, conduct quality research and publish outcomes in academic and professional journals. We aim to engage in research activities with selected faculties, students and partners and apply new research findings to the programmes of study. An integral part of our strategy is to build a wide network of researchers and to promote the research findings globally.

Comment of the Committee

We also suggest that the College should build its capacity so that the teaching and student supervision can be adequately supported.

Reply from the Institution

The comment has been noted and we would like to mention that the Administration of the College incorporates, along with the different Departments responsible for its smooth and effective functioning a number of bodies which are responsible for helping the College to achieve its mission and goals as well as safeguard its sustainability and at the same time develop and adjust to changing circumstances.

1. Our mission, vision, philosophy, values and goals:

Mission Statement

Our mission is to empower Students to achieve their goals by providing access to high quality and affordable higher education. We help them achieve their learning goals and objectives through effective and efficient Programmes of Study and services.

Vision

Our vision is to provide excellent educational opportunities and help Students meet economic, social and environmental challenges. It is only through the success of its Students that the College will achieve recognition as a provider of high quality education.

Philosophy

The College has an open admission policy and is focused on educational excellence and the achievement of equity among the different communities it serves.

The College strives to foster in Students a sense of responsibility for their own development and an understanding of their obligations as members of a democratic society, as well as the desire to learn the habit of analytical and reflective thought and the ability to think clearly and express themselves effectively.

Values

In order to fulfill its mission, the college has made the following commitments:

Student Focus and Success

To help our students achieve their goals by creating a productive educational environment that will lead them to academic and professional success.

Excellence

To ensure that all our services and infrastructure are of the highest standards possible.

Student Engagement

To enhance and promote student participation by fully engaging our students as active learners and provide them with a broad range of educational experiences both inside and outside the classroom.

Collaboration

To work closely with all members of the college community and encourage a spirit of cooperation.

Integrity

To uphold the highest standards of ethics.

Community Engagement

To encourage students and staff to engage with the community at large and support its economic and social development.

Diversity

To foster an academic community in which the values, goals, and learning styles of all students are recognized and supported.

Life-long Learning

To encourage independence of thought and enthusiasm for personal growth in their academic and professional lives.

Technological Advancement

To keep abreast of the latest global trends in technology and integrate them into our programmes of instruction when applicable.

Trust, Respect and Professionalism

To treat staff and students ethically and professionally.

To respect uniqueness in others.

To adhere to a code of transparency and accountability.

Goals

The college has set the following goals in order to achieve its mission:

General Education

To provide a relevant and coherent general education for all our students.

Transfer Programmes

To offer students the opportunity to continue their education at other institutions through our transfer programmes.

Career Programmes

To prepare students to enter the workforce and meet workforce needs with our career programmes.

Developmental Education

To facilitate the progress of underprepared students through the developmental sequence so that they can participate effectively in the programmes of study.

Lifelong Learning

To provide courses and programmes that encourage lifelong learning and which are responsive to the needs of industry and business.

Innovative Pedagogy

To develop, encourage, and support effective and creative approaches to teaching and learning.

Student Support Services

To offer students appropriate support services through their academic lives.

Resources

To ensure the college has the necessary resources, both public and private, to help us achieve our mission.

Research

To engage students, lecturers and staff to high quality research which among others addresses directly or indirectly some real problems in the world and local society in order to provide solutions.

The above goals are underpinned by:

1. The continual assessment of student learning outcomes.
2. The regular evaluation and updating of courses, curricula, programmes, and services.
3. Careful planning and budgeting.

2. Bodies and Executives responsible for helping the College to achieve its mission and goals:

The Board of Governors

The board is responsible for defining the role and mission of the College and, thereby, setting the strategic goals for the College to achieve. The board of governors has responsibility for fiduciary oversight and institutional performance. All of its decisions and policies are made in the best interest of the College.

The College Council

The College Council is an advisory body of the College and is dedicated to representing the needs and interests of its students, serving as peer academic advisors, strengthening college identity, fostering faculty-student relations, and connecting with alumni.

The College Advisory Council

The Council's primary role is to help shape the strategic direction of the College.

The mission of the Council is to support and promote the College in its Programmes and activities. The members of the Council based on their deep care and concern for the College, provide support and guidance to the Directors and the Dean in carrying out their mission to provide and maintain high quality education.

The Executive Director

The purpose of the Executive Director is to direct, lead and perform the management of the College activities and work closely with the AF Director and the Dean to develop and implement the College's mission, vision and goals.

The Administration and Finance Director

The AF Director leads and develops an internal team to support the areas of finance, business, planning, budgeting, human resource, administration and IT

The AF Director plays a critical role in partnership with the Executive Director, the Board of Governors, the Dean, Councils and Committees in strategic decision making to enhance quality education.

The Academic Dean

The principal duty of the Academic Dean is to assure and promote academic quality, integrity, and effectiveness of teaching, research, and service consistent with the mission of the College as an institution of Higher education.

3. Additionally, we would like to refer to our Quality Assurance handbook and to the following procedure:

Adm_UpM_06

Strategic Plan for Development

A strategic plan for development is put in place every five years and reviewed at the end of each academic year. The Executive Director invites representatives of the Board of Governors, the Advisory Council, the College Council, the Quality Assurance Committee, the Academic Committee and Administration to meet.


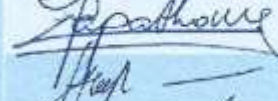



At the meeting, participants review the academic performance and finances of the college. They analyze the current situation and to what extent the college has accomplished its goals and mission over the preceding year. They determine if there have been any deviations from its goals and they upgrade the existing strategic plan if they deem it necessary. They then set new goals for the next five years and draw up a strategy to accomplish them.

Suggestions for registering new programmes of study are recorded and decisions are taken after feasibility studies have been approved. The participants decide on how the college will proceed with the accreditation of the existing programmes of study. In addition staffing qualifications are reviewed and reassessed and it's decided if more staff needs to be employed.

Compliance with the Strategic Plan for Development falls under the jurisdiction of the Quality Assurance Committee, which is responsible for assuring the quality of all academic and administrative procedures.

The Administration of Ctl Eurocollege would like to express its gratitude to The Cyprus Agency of Quality Assurance and Accreditation in Higher Education as well as to the External Evaluation Committee for the positive and constructive comments made in the external evaluation report regarding the programme of study "Business Administration" 2 years, Diploma, plus an optional foundation year. The Internal Quality Assurance Committee of the Institution taking into account the comments and suggestions of the External Evaluation Committee has taken the necessary measures and actions which are outlined in this document.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Andreas Papathomas	Executive Director	
Lakis Papathomas	Administration and Finance Director	
Elena Malkawi	Head of Business Field	
George Antoniadis	Programme Coordinator	
Marianna Papathomas	Quality Assurance Officer	

Date: 10/9/2020