

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
American College
- **Town:** Nicosia
- **School/Faculty (if applicable):** Business
- **Department/ Sector:** Business
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Δίπλωμα στο Ψηφιακό Μάρκετινγκ

In English:

Diploma in Digital Marketing

- **Language(s) of instruction:** English
- **Programme's status:** New
- **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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) had the opportunity to evaluate the Diploma in Digital Marketing program, offered by the American College, based in Nicosia.

Due to the on-going pandemic, the evaluation took place online on the 24th of May 2021. The EEC consisted of three academics with relevant disciplinary expertise to marketing and digital communications and a student representative.

The committee had the opportunity to meet with the senior management of the College, the academic faculty, support staff and a student. During the meetings, the committee attended presentations organised by the College related to the institution and the program. The EEC asked questions related to the program, faculty, and the institution more broadly and sought additional evidence when it was required.

Given that the evaluation took place online, the EEC did not have the opportunity to visit the College premises and experience first-hand the on-offer services and infrastructure. Still, a video presentation was provided which was considered sufficient for the purposes of this evaluation, given the nature of the program.

The external evaluation committee would like to thank all parties involved for their cooperation and support during the online evaluation.

The committee would also like to thank the CYQAA coordinator for managing the process both efficiently and effectively.

The report presents the findings, strengths, and areas for further development. The report offers a number of suggestions for developing the curriculum and overall program offering further. The EEC remains at the disposal of the CYQAA, should there be any queries with regards to this evaluation form.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof Savvas Papagiannidis	David Goldman Professor of Innovation of Enterprise	Newcastle University Business School
Dr Christos Kolympiris	Associate Professor	University of Warwick
Dr Simos Chari	Associate Professor	Alliance Manchester Business School
Lito Zymaride	Student Representative	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The EEC finds that the Diploma in Digital Marketing is a program that is trending these days. The American College (AC) could benefit from having such a niche program in its portfolio. The intended learning outcomes and objectives of this program are clear, in line with similar programs in the industry, and well communicated to perspective students.

The committee was provided with information regarding entry criteria, learning outcomes, the delivery of course units, and assessment procedures. We also enquired about the career path of graduates coming out from such diplomas.

The EEC, even though it would have preferred a higher English Language Requirement for this diploma, finds the admission criteria to be adequate and in line with those of other similar programs in the Cypriot market.

The program requires a minimum of 120 ECTS credits to graduate. The students have to secure 48 ECTS credits from a list of modules in 'General Education', 42 ECTS credits from a list of 'Business Requirement' modules and 30 credits from the 'Major Requirement' modules (i.e., marketing and digital) list. The EEC strongly believes that a better restructuring and distribution of the ECTS credits needs to be considered. Students who specialize in a niche area of marketing (i.e., digital) are by default expected to undertake more marketing and niche subject related modules.

The EEC identified that there are several internal policies and procedures in place that assure the quality of the new and established programs. Evidence of quality assurance meetings, as part of an ongoing review and development, were provide by the college. Any changes are subject to formal institutional approval processes.

Strengths

The EEC believes that one of the strengths of the American College is its internal quality assurance policies and procedures. These policies and procedures are in place to ensure the quality and the smooth delivery of new and established programs.

In addition, the evaluation committee believes that the College makes efforts to develop, promote, and reward research activities among its staff (e.g., rebalance their duties to make space for such activities).

Moreover, it is apparent from the internal report and from the data gathered, that the faculty members teaching on this program, are qualified individuals with years of expertise.

The faculty uses a diverse set of methods for assessing modules on the program which facilitates the development of different soft and hard skills. These are operationalised within the framework set by Ministry of Education with regards to assessment (involving exams and coursework). From the information gathered, the EEC believes that the faculty/student ratio favours the customisation of the program to the needs of students.

Areas of improvement and recommendations

The EEC believes that the American College's management team alongside with the teaching staff should consider ways with which the program's design, structure, and delivery can be improved and in turn made sustainable when it comes to student recruitment.

As it stands, the proposed diploma in Digital Marketing does not differ significantly from the existing running Diploma in Marketing, which has not recruited as expected. The top management team of the American College states that they need to differentiate from the existing Diploma in Marketing in order to attract perspective students. The EEC feels that the addition of only three modules in digital marketing (i.e., Digital Marketing, Social Media Marketing, and SEO & Web Analytics) is not enough to help the American College achieve this differentiation. If the programme structure is not sufficiently developed and differentiated, there is a risk that the new program does not recruit sufficiently either. As such the EEC believes that deeper changes are required (see below).

Looking at the structure of the program and comparing the ECTS credits needed for General Education, Business Core, and Major Requirement modules, the EEC is concerned with the lack of specialization (i.e., marketing and digital marketing) in this program of study.

The EEC recommends the college to reconsider the distribution of the ECTS credits. For a better restructuring of the program, the EEC suggests:

- (a) the removal of unnecessary non-subject related modules from the 'General Education' list (e.g. Mathematics);
- (b) that the American College re-instates all marketing specific modules that were removed (e.g., marketing strategy); and
- (c) design two (minimum) new modules on digital marketing (e.g., Digital Marketing Strategy, Content Marketing, Email & mobile Marketing, Web Development etc.) and offer them alongside Digital Marketing, Social Media Marketing, and SEO & Web Analytics as Major Requirement modules. A total of minimum 5 modules on digital marketing should be included on this program, justifying the title of the program and its specialisation.
- (d) Rebalance the ECTS by increasing the marketing subject related ECTS and lowering the general education ones.
- (e) Further, the EEC feels that that a gradual progressive design from foundational (i.e., offered in year 1) to specialised (i.e., offered in year 2) marketing and digital modules will benefit the program and the students experience significantly.



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

The EEC finds evidence that the process of teaching and learning at the American College to be well-structured and effective; the management team, the teaching staff, and the administrative supporting staff are all committed to the effective delivery of this program of study.

To some extent the EEC has seen evidence of student-centred learning and teaching. There was evidence that the American College and staff take into consideration the students career requirements and show the necessary flexibility to meet their needs.

The EEC gathered evidence that the teaching staff meet regularly, in order to coordinate teaching approaches, modes of delivery, and material used (e.g., case studies). This is done systematically to avoid overlaps between course units.

The EEC notes that the assessment system and criteria regarding student course performance are clear and well-communicated. Evidence of structured and well-organized taught material have been provided to the evaluation committee.

Strengths

The pedagogical methods, tools and material used in the teaching and learning processes are the expected ones.

The EEC notes that the overall delivery of the program meets the expectations set by the industry and modern practices.

The program is fully managed by the faculty in place; the current faculty can not only cover the current needs of the program, but also can help with the changes needed to re-structure the program.

The American College seeks the insights and recommendations of external practitioners when designing new modules or programs.

Areas of improvement and recommendations

Nothing at the moment.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

All academic staff had qualifications well-above the on-offer programme, with the vast majority of them (80%) having a doctorate degree in the area of business administration. Even though there has been a sufficiently good correspondence between staff's qualifications/expertise and the modules delivered, it would have been welcome to see more staff with marketing as their core discipline feature in the faculty.

Members of the teaching team are typically engaged in relevant research activities which can inform their teaching. Such spill-overs can positively affect the student learning experience and offer a more up-to-date insights into the areas that the program covers. It was positive to see that the College recognises their efforts and has an established process for managing research time for those engaged with publishing in academic journals (active researchers receive 3 teaching hours release per week per semester to invest in their research projects). It is also positive to note that there is an aspiration to publish in well-established journal outlets.

The College aims to create a supportive working environment that is conducive to individual development for both academic and professional support colleagues.

Strengths

The programme is supported by an experienced teaching team that has significant experience in offering a similar programme (Diploma in Marketing). The experience and expertise has been augmented by external adjunct staff that have brought new skills and knowledge to the team. For such a fast-moving area like that the digital marketing one this can be an important asset as it enables the programme to stay current and practitioner relevant.

The program's Coordinator has the qualifications and experience to effectively and efficiently coordinate the program of study, as this is similar to the Diploma in Marketing that is currently on offer.

Senior management appreciates the importance of the changes required and they have shown to be open to suggestions for improvement.

Areas of improvement and recommendations

Once the programme is established and recruitment is deemed to meet expectations, it is worth considering recruiting a full-time digital marketing expert or at least to recruit an additional part-time one, to build the critical mass of expertise in this area and reduce potential risk (overreliance on single individual).

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

The evaluation committee met with one student of the current Diploma in Marketing. There are currently two students enrolled, but due to exams taking place the day of the evaluation, the other student was not able to join in. Given the current recruitment the ECC appreciate that this is not an ideal situation. In the future, when facing similar instances, it would be beneficial to have students of other similar programmes being involved in the evaluation, offering their views on the student experience.

We asked the student about his experiences, and what he liked and disliked as well as what he thought could be improved when it came to the services offered by the College and the program in question. The student expressed great satisfaction with the services provided by the College before he started his program and as the program unfolded. He was also satisfied with the modules and their delivery.

The student did not point out to any areas of improvement. This could very well be because indeed the College offers the students a satisfactory experience.

Strengths

We find that the American College is a student-oriented institution. Both management and teaching staff teams take student needs and suggestions on board and offer a strong student experience on all fronts.

Specifically for foreign students, which constitute the majority of the College's students on these programmes, it appears that the American College reaches out to help them in the best possible way (e.g., regarding the visa application and renewal process, accommodation etc).

The students are well taken care of by the College. For example, there is individual feedback by the teaching staff and close contact relations between the administrative staff and the students.

In addition, there is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.

The College takes all the necessary measures to ensure that there is good interaction between local and foreign students.

Areas of improvement and recommendations

The EEC, even though it would have preferred a higher English Language Requirement for this diploma, finds the admission criteria to be adequate and in line with those of other similar programs in the Cypriot market.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

The video on the College's infrastructure the EEC was provided before the evaluation together with the interviews we conducted led us to conclude that the American College offers sufficient resources to both students and faculty including access to library material, IT infrastructure, and administrative support.

Indeed, the buildings are modern, functional, and centrally located which can be beneficial for the students. Along the same lines, the library appears to be well-equipped. The EEC's overall impression is that all expected facilities / resources are in place for supporting the program. The American College provides all the necessary teaching resources and facilities for staff to perform their duties with regards to the delivery of the program. This is also evident with the supporting administrative staff.

Strengths

The leadership team of the American College is committed to support faculty and students with resources when required.

The administrative staff are very satisfied with the working conditions. In addition, the administrative staff is dedicated and actively participates in student life. Administrative systems appear seem to be robust, with clear structures and roles. It is important that the College recognizes the need to maintain support capacity, especially if the programme is successful in recruiting more students. This could include investment in pastoral or welfare services for students.

Many of the current employees have been with the College for more than ten years. This continuity, level of experience and knowledge is an important asset for the College and is a testament that the American College is a good employer.

Areas of improvement and recommendations

While, as outlined above, the EEC recognizes the College’s strong infrastructure, it also urges the College to maintain its efforts towards further updating and enriching its infrastructure in terms of software, hardware, and library subscriptions.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- *reports per semester and feedback from supervisors*
- *support for writing research papers*
- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable



D. Conclusions and final remarks

We hope that the College and the academic team find the feedback provided constructive and useful. Overall, the committee believes that there much potential in developing the existing program offered by the College and focusing it on Digital Marketing. This is topical and very much in demand by employers. A comprehensive digital marketing program can help attract sufficient student numbers to make the Diploma a sustainable program. In turn, the College can consider investing further into developing the program in due course. The committee considers the proposed suggestions feasible that have minimal resource implications. They can build on the existing offering, minimizing resource investment and help strengthen other programs too by helping to recruit more students for existing modules.

We wish colleagues at the American College all the best in the next steps.

We remain at the disposal of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education for any clarifications necessary.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof Savvas Papagiannidis	
Dr Christos Kolympiris	
Dr Simos Chari	
Lito Zymaride	

Date: 25/05/2021