Doc. 300.1.2

Date: 11/04/2023

Higher Education Institution's Response

- **Higher Education Institution:** Cyprus College (Limassol)

- **Town:** Limassol

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

  In Greek:

  Διοίκηση Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο

  In English:

  Business Administration (4 academic years, 240 ECTS, Bachelor)

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
While the different functional areas and disciplines of Business are covered in the programme, Operations is notable by its absence. It is the case that there is a course on Project Management in the programme, but this only addresses one topic in the increasingly important area of Operations from the perspectives of Business sustainability and strategy. Given the critical role of Supply Chain Management in the functioning of a Business in today's uncertain environment and the increasingly prevalence of Industry 4.0 and digitalisation of the enterprise, the need for Business graduates to have exposure to Operations in the curriculum is ever more important. We would suggest that the College give serious consideration to the inclusion of Operations in the programme curriculum.	First, we would like to thank the EEC for the constructive suggestions and comments in the context of the re-accreditation of the Bachelor of Business Administration of Cyprus College Limassol. One of the most important goals of the College is to provide to the students the appropriate knowledge, to be able to meet the needs of the industry. Further study of the programme's curriculum led to the decision that some courses should be added to enhance the learning outcomes of the students in this programme. According to this, a new course "Operations and Supply Chain Management (BSL300)" has been added. Through this course students will understand the critical role of Supply Chain Management in the functioning of a business in today's rapidly changing environment and the importance of digitalization of an enterprise. More information regarding the course content, objectives and learning outcomes can be found in Annex 4. (See Annex #4) In addition to the suggestions that were made by the EEC, it was decided to review the teaching methodologies of some courses and introduce an innovative way of teaching that is based on constructionism- situated learning. According to this, the integration of Makerspace into the Curriculum was a great opportunity for enhancing the student-centered learning. With the use of advanced technology tools, students have the opportunity to experience an enhanced teaching and learning process. In relation to the above, the courses of "Advertising and Sales Promotion (MRL 105)", "Professional Selling (MRL 205)" and "Innovation and Entrepreneurship (BSL 400)" will be conducted with a new educational method which will focus on Project-Based Learning, Collaborative Learning and Making. More information regarding the Student-Centered Projects, the procedures that will be followed in each course during the semesters, the learning outcomes, and the ways that these projects will be implemented, is attached in ANNEX 5. (See Annex #5)	Choose an item.

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The most important (potential) improvement identified by the students concerns the language of instruction. Although the programs is in Greek, many of the students were rather poor in English. Studying (international) business requires English proficiency. Offering more courses in English would be helpful and even necessary.	Business Administration students currently have the opportunity to enroll in English courses, beginning from starter's ending to intermediate level of, which aid students to acquire the minimum needed English language background, in order to adapt easier into the business industry. Even though the teaching language of the program is Greek, the Academic Committee has decided to study the feasibility of adding some additional courses exclusively in the English language in the future. (See Annex #1)	Choose an item.

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
As a consequence of the EEC's finding, the percentage of permanent staff needs to be increased significantly. This will also help with differentiation as well as with another area that the College identified as in need for improvement which is research. However, the approach to research should better be targeted (for instance to permanent staff), in order not to spread resources too thin, and without obvious advantages, given the more applied professional focus of the institution and the background of the staff. In addition, the new appointees should have a PhD and a research record (at the moment the percentage of academic staff with a PhD is low).	a. After the constructive suggestions of the EEC, the Administrative Committee in consultation with the Human Resources Department, agreed to proceed with the recruitment of additional full-time academic(s) staff. We agreed that FT academic staff will plays a vital role in the assessment of the organization, practicing their academic, pedagogic, and researching skills in favor to the enhancement of the Business Administration program and the growth of the Cyprus College in general. Our HR Department has already initiated the recruitment procedures. The recruitment procedure is expected to be completed before the commence of the new academic year (2023-2024). The contracts for supplementary full-time academic staff will be activated, commencing with the start of the 2023-2024 academic year. (See Annex #3) Recognizing the inherent time-consuming nature of the recruitment process (in consultation with CYQAA,) to keep you informed and confident in our progress, we will promptly share an initial response containing tangible evidence of our ongoing efforts. Rest assured, upon the successful completion of the process, we will follow up with comprehensive documentation. Furthermore, please find attached in Annex 6, the announcements that were made by the organization, regarding the job openings for full-time academic personnel. (See Annex #6) b. The Research Comiottee agreed on the 3rd of February the promotion and investment in research that will be based on Experiential Learning. Main purpose of this decision is the	Choose an item.

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	enhancement of the Teaching and Learning process due to the methods that will be applied through this technique. As decided by the Research Committee, pre-assessment and post-assessment tools will play a key role in the effectiveness' measurements of the Experiential Learning Methodologies. Cyprus College has as a goal of the application of these methodologies to spread the knowledge to the public, by providing its findings to academic journals, while also enhancing the teaching experience for the academics and learning experience for the students. (See Annex #2)	

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
Currently the student and staff and mostly local. More diversity and internationalization will help with its branding and exposure to different cultures and perspectives. In the first instance more students from Greece could be targeted, given the instruction language is Greek. Over time an English program could be considered.	In consultation with the Marketing Department of the Organization and the Program Committee, aiming to enhance Business Administration program branding that will lead to increasing number of students, we agreed to the following plan: 1. Promote the Business Administration degree in the Greek market. (Social Networks, Open Days) 2. Conduct a feasibility study whether be feasible to introduce English language in the future which will lead to increasing number of students from EU. (See Annex #1) 3. Further promote the Business Administration program in Social Networks and Social Media.	Choose an item.

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
The EEC was informed that the building (facilities) were rented. It is important to minimize the risk associated with a potential loss of the facility.	The Administrative Committee agreed to proceed with negotiations with the owner of the building to sign a long-term rental agreement that will minimize the risk associated with potential loss of the facility. (See Annex #3)	Choose an item.

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For official use Only
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Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The EEC identified the following areas for further improvement: 1. Differentiation and Positioning The program could benefit from additional differentiation and positioning. One way to do that is to leverage its already existing focus in marketing (circa 8 courses are marketing related).	We would like to thank EEC for the constructive suggestions and the positive comments about the Business Administration program and the Cyprus College Limassol in general. Given that, we decided to continue growing and exploiting the opportunity to offer a better learning experience to our students, helping them to become competitive candidates in the future. According to this, the integration of Makerspace into the Business Curriculum is a great opportunity for differentiation. With the use of advanced technology tools in Makerspace, students will have the opportunity to experience an enhanced teaching and learning process, through which there will be an integration of marketing, digital marketing, sales, promotion, innovation, and entrepreneurship courses with modern technological means.	Choose an item.
2. Permanent Staff and Research The percentage of permanent staff needs to be increased significantly. This will also help with differentiation as well as with another area that the College identified as in need for improvement which is research. However, the approach to research should better be targeted (for instance to permanent staff), in order not to spread resources too thin, and without obvious advantages, given the more applied professional focus of the institution and the background of the staff. In addition, the new appointees should have a PhD and a research record (at the moment the percentage of academic staff with a PhD is low).	As described in part 3 Teaching staff (ESG 1.5), our Human Resources Department in consultation with the Administrative Committee agreed to continue with the hiring of additional full-time academic staff. Given that this is a time-consuming process, additional documentation will be sent as soon as we receive our response from the relevant department. The recruitment process is expected to be successfully completed before the commence of new Academic year. (See Annex #3)	Choose an item.

3. Diversity Currently the student and staff and mostly local. More diversity and internationalization will help with its branding and exposure to different cultures and perspectives. In the first instance more students from Greece could be targeted, given the instruction language is Greek. Over time an English program could be considered. The College is doing well in terms of gender balance.	As discussed during the EEC the organization operates under specific gender equality plan and further to this it is going to proceed with the invitation of guest lecturers from Greece. This step will lead the organization to practice additional diversity in terms of internationalization that will be beneficial for the College, by building strong Brand Awareness and promoting exposure to and from different cultures. Additional information about the international exposure of the Business Administration program could be retrieved from part 4 Student admission, progression, recognition, and certification (ESG 1.4) where techniques of approaching the Greek market are highlighted. (See Annex #3)	Choose an item.

C.

D. Higher Education Institution academic representatives

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

Date: 11/04/2023

LIST OF ANNEXES

ANNEX 1: ACADEMIC COMMITTEE MINUTES 3RD FEBRUARY 2023

ANNEX 2: RESEARCH COMMITTEE MINUTES 3RD FEBRUARY 2023

ANNEX 3: ADMINISTRATIVE COMMITTEE MINUTES 3RD FEBRUARY 2023

ANNEX 4: NEW COURSES SYLLABI

ANNEX 5: STUDENT CENTERED TEACHING AND LEARNING

ANNEX 6: JOB OPENINGS

ANNEX 1: ACADEMIC COMMITTEE MINUTES 3RD FEBRUARY 2023

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CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Cyprus College

Limassol Campus

MINUTES
Academic Committee
Minutes taken on 03 February 2023

Decision Number: 2023/01

Participant:
George Pallaris
Kyriacos Pallaris
Maria Menelaou
Panikos Kanakis
Christos Giallouras
Dr. Marios Theofilou
Elena Pallari
Pavlides Christos
Katerina Charalambou
Alexandros Liasides

The meeting started at 9:00 am- Ended 11:00 am

Regarding the suggestions of the External Evaluation Committee (EEC) that made for the Business Administration Bachelor, the Academic Committee continued with the following actions:

MATTERS ARISING:

The Academic Committee members reviewed and discussed about:

1. The language of instruction of Business Administration programs.
2. The importance of adding some courses in English language.
3. The importance of offering the Business Administration programs in English language.

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ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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DECISIONS OF THE ACADEMIC COMMITTEE:

The Academic Committee members approved the following:

1. Conducting research regarding the feasibility of adding some new courses exclusively in English language.

2. Conducting a feasibility study whether be possible to offer Business Administration programs in English language.

George Pallaris
Campus Director

Cyprus College

Limassol Campus

MINUTES
Research Committee
Minutes taken on 03 February 2023

Decision Number: 2023/02

Participant:
Dr. Marios Theofilou
Kyriakos Pallaris
George Pallaris
Maria Panagiotou
Panikos Kanakis
Korina Theodorou

The meeting started at 12:00 - Ended 14:00

Regarding the suggestions of the External Evaluation Committee (EEC) that made for the Business Administration Bachelor, the Research Committee continued with the following actions:

MATTERS ARISING:

The Research Committee members reviewed and discussed about:

1. The improvement of teaching and learning processes.
2. The promotion of interactive learning.
3. The relationship between students and industry.
4. The need of creating an environment that promotes research.
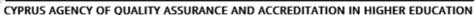5. The importance of supporting academic staff to make research and proceed with publications.

DECISIONS OF THE RESEARCH COMMITTEE:

The Research Committee members approved the following:

1. Introduce Experiential Learning as new research method that would help academics improve their teaching methods, help students with the learning

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processes and simultaneously provide data which academics could use to proceed with their research and then continue with a publication.

2. Support every academic who wishes to start new research, by reducing the teaching hours until the completion of this research.

3. Promote the use of pre-assessment and post-assessment tools to measure the effectiveness of Experiential Learning Methodologies.

4. Enhance student-centred methodologies in teaching and learning by integrating Makerspace into Business Curriculum, to help students develop practical skills and prepare them to find solutions to problems that could arise in the industry.

George Pallaris
Campus Director
Cyprus College Limassol

Cyprus College

Limassol Campus

MINURES
Administrative Committee
Minutes taken on 03 February 2023

Decision Number: 2023/01 B

Participant:
George Pallaris
Panikos Kanakis
Kyriakos Pallaris
Alexandros Liasides
Katerina Nikolaou
Korina Theodorou

The meeting started at 14:30 - Ended 16:30

Regarding the suggestions of the External Evaluation Committee (EEC) that made for the Business Administration Bachelor, the Administrative Committee continued with the following actions:

MATTERS ARISING:

The Administrative Committee members reviewed and discussed about:

1. The level of students' engagement with College's Social Networks.
2. The need of hiring full-time academic staff.
3. The importance of investing in research.
4. The implementation of new courses in English language.
5. The opportunity to promote the programs of Business Administration Diploma and Business Administration Degree to prospects from abroad.
6. The promotion the program "bachelor's in business administration" to the current students of the "Business Administration Diploma" program.
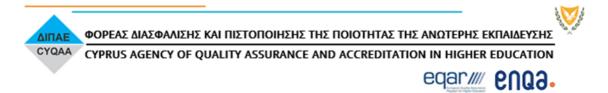7. Extending the rental period of the College's building.

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ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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DECISIONS OF THE ADMINISTRATIVE COMMITTEE:

The Administrative Committee members approved the following:

1. Improve the relationships between students and College's social networks. (Seminars, workshops and supporting lectures that would prepare and connect the students with the current market's needs)

2. Create a friendly environment for the students in terms of interaction and socialization by organizing educational and entertaining events. (Events and competitions that would ask for students' active participation and critical thinking)

3. Schedule some interviews with successful graduates that are currently thriving in the business industry.

4. Create content on social media to inform about College's events, make announcements and enhance engagement by promoting interactive content. (Inform about International and national days, Career Week, promote events in the area, educate about health and safety, create polls online to make research and surveys more interesting, use hashtags to promote important content, etc.)

5. Continue with the hiring of full-time academic personnel.

6. Support and influence new and current academics to proceed with new teaching methodologies in their lectures and make research that could be published in academic journals. (Experiential Learning will be used as a guidance)

7. Make research about whether the implementation of a new program in English language is feasible.

8. Make research regarding the offering of new courses in English.

9. Implement a strategic plan to attract students from Greece.

10. As part of the College's Career Week, visits from Human Resources experts and recruitment agencies will take place and provide advice to the students regarding the needs of the industry.

11. Negotiate with the owner of the building and proceed with a 5-years-period rental agreement.

George Paliaria
Campus Director
Cyprus College Limassol

ANNEX 4: NEW COURSES SYLLABI

Course title	Operations and Supply Chain Management				
Course code	BSL300				
Course type	Business Core Requirement				
Level	Bachelor (1st Cycle)				
Year / Semester	3/5				
Teacher's name					
ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week	
Course purpose and objectives	The purpose of this course is to provide students with an understanding of the fundamental concepts and techniques in operations and supply chain management. This course is designed to expose students to the critical role of operations and supply chain management in the functioning of a business, particularly in today's uncertain environment and the increasing prevalence of Industry 4.0 and digitalization of the enterprise.				
Learning outcomes	Upon completion of the course, students should be able to: 1. Understand the basic concepts and principles of operations and supply chain management. 2. Analyze and evaluate operational processes and supply chain strategies. 3. Apply quantitative and qualitative tools for decision making in operations and supply chain management. 4. Identify the impact of Industry 4.0 and digitalization on operations and supply chain management. 5. Assess the role of sustainability and corporate social responsibility in operations and supply chain management.				
Prerequisites	MGL100, MGL205		Required	NONE	
Course content	**Lectures** Week 1: Introduction to Operations and Supply Chain Management • Definitions and overview • Role of operations and supply chain management in a business Week 2: Process Analysis and Improvement • Process mapping • Lean principles • Six Sigma Week 3: Operations Strategy and Competitive Priorities • Strategic fit				

- Competitive priorities

Week 4: Forecasting and Demand Planning
- Time series analysis
- Forecasting techniques

Week 5: Inventory Management
- Economic order quantity
- Safety stock and service levels
- Just-in-time inventory management

Week 6: Capacity Planning and Facility Location
- Capacity planning
- Facility location models

Week 7: Facility Layout and Work Design
- Facility layout
- Work design principles

Week 8: Supply Chain Management and Logistics
- Supply chain strategies
- Logistics management

Week 9: Global Supply Chain and Risk Management
- Global supply chain considerations
- Risk management

Week 10: Sustainability and Corporate Social Responsibility in Operations
- Green supply chain management
- Socially responsible operations

Week 11: Industry 4.0 and Digitalization in Operations and Supply Chain Management
- Smart manufacturing
- Internet of Things (IoT)
- Blockchain technology

Week 12: Course Review and Integration
- Integration of course concepts

Projects for the Course:

Project 1: Process Improvement Case Study (Weeks 2-4)
Students will analyze a real-life business process, identify areas of inefficiency, and suggest improvements using lean principles and Six Sigma methodologies. Students will work in teams to complete this project.
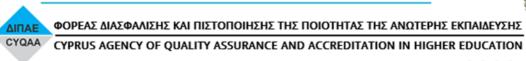
Project 2: Inventory and Capacity Management Simulation (Weeks 5-7)
Students will participate in an interactive simulation to optimize inventory

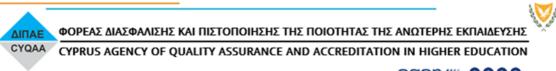|	
	management and capacity planning for a hypothetical organization. They will apply concepts from the course to make decisions and analyze the results of these decisions. Project 3: Digitalization and Industry 4.0 in Operations and Supply Chain Management (Weeks 10-12) Students will explore a specific technology related to Industry 4.0 (e.g., IoT, blockchain, smart manufacturing) and evaluate its potential impact on a selected industry. They will develop a proposal for implementing this technology in a business setting.
Teaching methodology	Face to Face
Bibliography	Heizer, J., Render, B., & Munson, C. (2020). Διοίκηση Λειτουργιών : Βιωσιμότητα και Διαχείριση Εφοδιαστικής Αλυσίδας. Broken Hill Publishers Ltd. Chopra, S., & Meindl, P. (2020). Supply Chain Management: Strategy, Planning, and Operation (7th Edition). Pearson.
Assessment	Mid-Term Exam 25% Final Exam 35% Assignments/Projects 30% Project 1: 10% Project 2: 10% Project 3: 10% Class Participation and attendance 10% 100%
Language	Greek

ANNEX 5: STUDENT CENTERED TEACHING AND LEARNING

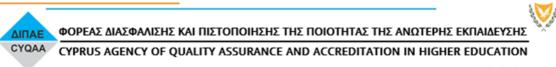| Course title	Advertising and Sales Promotion				
Course code	MRL105				
Course type	Major Requirement				
Level	Bachelor (1st Cycle)				
Year / Semester	1/2				
Teacher's name					
ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week	
Course purpose and objectives	The aim of this course is to achieve an understanding of the total contribution made to the marketing function by all the activities which, taken together, make up advertising and sales promotion and to learn about the nature and characteristics of each of these activities.				
Learning outcomes	Upon successful completion of this course students should be able to: • Explain the fundamentals of professional marketing / advertising / promotional practices using real life examples and theory • List the essential tools of advertising / marketing • Describe the relevant environments that affect advertising / marketing using theoretical and practical bases • Explain promotional and advertising alternatives through a systemic approach.				
Prerequisites	MRL100		Required	NONE	
Course content	Nature of advertising: definition of advertising; advertising's role in marketing; classifications of advertising; the evolution of modern advertising. The economic, social and legal aspects of advertising: the social criticisms of advertising; advertising and materialism; advertising and manipulation; advertising's effect on stereotypes; advertising and deception; defense of advertising; regulation of advertising. The advertisers: tasks of advertising departments; from local to international clients. Advertising and the marketing mix: advertising and the product element; advertising and the price element; advertising and the place element; advertising and the promotion element. Consumer behavior and advertising: personal influences on consumer				

	behavior; environmental influences on consumer behavior; other influences on behavior.
	Marketing and advertising research: applying research to marketing and advertising strategy; testing and evaluation of advertising.
	Advertising on the internet; history; common practices; costing techniques.
	Promotional Items; The importance of promotional items in marketing campaigns, including their role in brand awareness, customer engagement, and loyalty. How to select appropriate promotional items that align with the target audience and company objectives. Emphasis will be placed on creativity, innovation, and practicality to maximize the effectiveness of promotional materials in achieving marketing goals.
	Outdoor advertising; evolution; methods; technology; price setting techniques.
	Media planning and selection: defining media objectives; developing a media strategy.
	Print media: advantages of newspapers; drawbacks to newspapers; advantages of magazines; drawbacks to magazines.
	Electronic media: advantages of television; drawbacks of television; advantages of radio; drawbacks to radio; buying time on electronic media.
Teaching methodology	Face to face
Bibliography	Belch, G. E., 2021 Advertising and Promotion: An Integrated Marketing Communication Perspective. McGraw-Hill: New York.
	Kotler, P. & Armstrong, G., 2021. Principles Of Marketing, 18th ed. Pearson: United Kingdom.
	Ζώτος, Γ.,2018. Διαφήμιση: Σχεδιασμός, ανάπτυξη, αποτελεσματικότητα, 6η εκδ. University Studio Press: θεσσαλονίκη.
	Belch, G., Belch, M., 2022. Διαφήμιση και Προώθηση: Ολοκληρωμένη Επικοινωνία Μάρκετινγκ. Τζιόλα: θεσσαλονίκη
	McDonald, M., & Wilson, H., 2016. Marketing Plans: How to prepare them, how to profit from them, 8th Ed. United States: John Wiley & Sons, Inc.

	Peter, P. J., Donnelly, J., 2019. A Preface to Marketing Management, 15th ed. McGraw-Hill: New York
Assessment	Mid Term Exam: 25% Final Exam: 35% Project-Based Assignment: 30% Participation: 10%
Language	Greek

Course title: Advertising and Sales Promotion

Course code: MRL105

Student Centered Project

Project Title: Making Promotional Items
Learning Theories : Constructionism – Situated Learning
Student-centered pedagogy: Project-Based Learning, Collaborative Learning, Making

Project Aim : This project aims to help students apply the marketing, advertising, and promotional concepts learned in this course by designing and creating promotional items using the resources available in our college makerspace.

Objective: Investigate the tools available in the College makerspace and create promotional items that can be used for marketing and sales promotion purposes, for a specific product or products. Prepare a presentation to showcase the final promotional items.

Step-by-Step Guidance:

For Students:

1. Familiarize yourself with the makerspace: Visit the college makerspace and explore the available tools, resources, and materials. Take note of any tools that could be relevant for creating promotional items.

2. Form a team: Assemble a group of 3-4 students to work together on the project. Divide responsibilities and roles according to each member's skills and interests.

3. Brainstorm ideas: Gather your team and discuss potential promotional items that can be created using the makerspace tools. Consider items that would be appealing and effective in promoting a brand or product.

4. Research: Conduct research on the chosen promotional items to gain a deeper understanding of their design and creation process. Look for real-life examples, theories, and best practices to support your project.

5. Develop a project plan: Create a detailed project plan outlining the steps, timeline, and resources needed for the project. Include the chosen promotional items and how the makerspace tools will be used to create them.

6. Create your promotional items: Using the makerspace tools, create the promotional items for your project.

7. Prepare a presentation: Develop a presentation that explains the project, its goals, the process, and the final promotional items. Include information on the makerspace tools used and their relevance to creating promotional items.

8. Present your project: Present your project to the class and faculty during the final presentation session.

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For Faculty:

1. Introduce the project: Explain the project objectives and guidelines to the students. Ensure they understand the purpose of the project and its relevance to the course syllabus.

2. Monitor progress: Regularly check in with student teams to ensure they are on track and provide guidance when needed.

3. Provide resources: Offer resources, such as research materials or expert advice, to assist students in their project development.

4. Assess the project: Evaluate each team's project based on the following criteria: a. Creativity and originality in using makerspace tools for creating promotional items b. Quality and relevance of the promotional items to marketing and sales promotion c. Effectiveness of the presentation in communicating the project's objectives, process, and outcomes d. Teamwork and collaboration throughout the project development

5. Provide feedback: Offer constructive feedback to each team on their project, highlighting strengths and areas for improvement. Encourage students to reflect on their learning experience and the knowledge gained throughout the project.

Project Introduction Script

The instructor can introduce the project by providing a brief overview, explaining the project objectives and guidelines, and highlighting its relevance to the course syllabus. Here's an example of what the instructor can say:

"Dear students, today we are introducing a project titled 'Creating Promotional Items using Makerspace Tools.' This project aims to help you apply the marketing, advertising, and promotional concepts learned in this course by designing and creating promotional items using the resources available in our college makerspace.

The objectives of this project are:

1. To investigate and understand the tools and resources available in the college makerspace.

2. To design and create promotional items using the makerspace tools that can be used for marketing and sales promotion purposes.

3. To develop teamwork, collaboration, and problem-solving skills while working on a real-life project.

4. To present your project, showcasing the promotional items and their relevance to marketing and sales promotion.

You will be working in teams of 3-4 students, and you'll be responsible for researching, designing, creating, and presenting your promotional items. Throughout the project, you'll be assessed on your group's performance as well as your individual contributions, creativity, communication, and collaboration. We will use the provided rubrics to evaluate your work.

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This project is an excellent opportunity for you to apply the theoretical concepts learned in class to a practical application, enhancing your understanding of marketing and sales promotion. By utilizing the makerspace tools, you'll be able to explore innovative ways to create promotional items and demonstrate your marketing skills. At the end of this project, you should be able to explain the fundamentals of professional marketing, advertising, and promotional practices, and describe the relevant environments that affect them.

Now, let's form your teams and start exploring the makerspace together. If you have any questions or need guidance, please feel free to reach out. Good luck and have fun!"

Duration: 6 Weeks
Weight: 30%

Detailed Instructions for Instructor Assessment using Group and Individual Rubrics

Step 1: Introduce the rubrics Before beginning the project, share both the group and individual assessment rubrics with the students. Explain the criteria and expectations for each component, ensuring they understand how their performance will be assessed.

Step 2: Observe and take notes During the project development, observe the student teams and take notes on their progress, collaboration, communication, and problem-solving. Pay attention to each student's individual contributions and efforts within their team.

Step 3: Assess the final project(s)/artifact(s) and presentation Evaluate the final project and presentation using the group assessment rubric. Consider the quality and creativity of the promotional items, the effectiveness of the presentation, and the overall teamwork and collaboration displayed by the group. Assign a score for each criterion and calculate the total score.

Step 4: Assess individual performance After the presentation, assess each student's individual performance using the individual assessment rubric. Refer to the notes taken during the project development process to evaluate each student's contribution, problem-solving and creativity, communication and collaboration, and reflection and learning. Assign a score for each criterion and calculate the total score for each student.

Step 5: Provide feedback Provide written or verbal feedback to each team and individual student based on their performance. Highlight the strengths and areas for improvement, offering suggestions for growth and development. Encourage students to reflect on their learning experiences and the feedback provided.

Step 6: Assign grades Assign a group grade based on the total score achieved on the group assessment rubric using the grading scale provided. Assign individual grades based on the total score achieved on the individual assessment rubric using the grading scale provided. Consider both group and individual performance when determining each student's final grade for the project.

Step 7: Encourage peer feedback In addition to your assessment, encourage students to provide constructive peer feedback within their teams. This will promote a deeper understanding of the project, teamwork, and individual contributions while fostering a culture of continuous learning and improvement.

Step 8: Reflect on the assessment process After completing the assessment, reflect on the effectiveness of the rubrics and the assessment process. Consider any adjustments or improvements

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that could be made to the rubrics or assessment process for future projects. This reflection will help ensure a fair and consistent assessment for all students.

Concepts that could be mentioned (For Faculty):

- Custom Packaging: Design unique and eye-catching product packaging using the laser cutter or CNC machine. This can include creating intricate patterns, logos, or text to make the product stand out on the shelf.
- Display Stands: Create custom display stands for the product using a CNC machine or laser cutter. These can be designed to showcase the product's unique features or highlight the brand in a retail setting.
- Engraved Promotional Items: Use a laser cutter to engrave the company logo or a custom design on various items such as wooden coasters, metal keychains, or acrylic ornaments. These can serve as memorable, high-quality giveaways.
- Custom Stickers or Decals: Design and create custom vinyl stickers or decals using a vinyl cutter. These can be used for product labeling, packaging, or as a promotional giveaway.
- Illuminated Signage: Design and build illuminated signs using a combination of laser-cut acrylic, LED lighting, and electronic components. These eye-catching signs can be used to draw attention to the product or brand at events or in-store displays.
- Custom Stencils: Create reusable stencils with the company's logo or a unique design using a laser cutter. These can be used to create promotional art or temporary graffiti to generate buzz around the product.
- Interactive Promotional Displays: Design and build interactive displays that engage potential customers using a combination of electronic components, sensors, and makerspace tools. These displays can demonstrate product features or provide an entertaining experience related to the brand.
- Wearable Promotional Items: Create custom wearable items such as T-shirts, hats, or badges with the company's logo or a unique design using makerspace tools like vinyl cutters, sewing machines, or electronic components.
- Customizable Promotional Products: Design and produce promotional items that allow customers to personalize them using makerspace tools. For example, laser engraving a customer's name on a keychain or creating a custom vinyl decal for a laptop or phone case.
- Pop-up Event Materials: Design and build portable event materials such as banners, backdrops, or modular booth displays using makerspace tools. These can be used to promote the product at trade shows, festivals, or other events.

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Group Assessment Rubric: Promotional Items using Makerspace Tools

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Creativity and Originality	Demonstrates exceptional creativity and originality in using makerspace tools for creating promotional items.	Displays good creativity and originality in using makerspace tools for creating promotional items.	Shows satisfactory creativity and originality in using makerspace tools for creating promotional items.	Exhibits limited creativity and originality in using makerspace tools for creating promotional items.	Lacks creativity and originality in using makerspace tools for creating promotional items.	
Quality and Relevance	Promotional items are of high quality and highly relevant to marketing and sales promotion.	Promotional items are of good quality and relevant to marketing and sales promotion.	Promotional items are of satisfactory quality and somewhat relevant to marketing and sales promotion.	Promotional items are of low quality and have limited relevance to marketing and sales promotion.	Promotional items are of poor quality and lack relevance to marketing and sales promotion.	
Presentation Effectiveness	Presentation is highly effective in communicating the project's objectives, process, and outcomes.	Presentation is effective in communicating the project's objectives, process, and outcomes.	Presentation is somewhat effective in communicating the project's objectives, process, and outcomes.	Presentation is minimally effective in communicating the project's objectives, process, and outcomes.	Presentation is not effective in communicating the project's objectives, process, and outcomes.	
Teamwork and Collaboration	Team demonstrates exceptional teamwork and collaboration throughout the project development.	Team displays good teamwork and collaboration throughout the project development.	Team shows satisfactory teamwork and collaboration throughout the project development.	Team exhibits limited teamwork and collaboration throughout the project development.	Team lacks teamwork and collaboration throughout the project development.	

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 20, then each team member receives 15% toward their individual grade)

Individual Assessment Rubric: Creating Promotional Items using Makerspace Tools

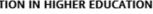| Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Individual Contribution	Demonstrates exceptional contribution to the project in terms of effort, quality of work, and completion of tasks.	Displays good contribution to the project in terms of effort, quality of work, and completion of tasks.	Shows satisfactory contribution to the project in terms of effort, quality of work, and completion of tasks.	Exhibits limited contribution to the project in terms of effort, quality of work, and completion of tasks.	Lacks contribution to the project in terms of effort, quality of work, and completion of tasks.	
Problem Solving and Creativity	Demonstrates exceptional problem-solving skills and creativity in developing promotional items and using makerspace tools.	Displays good problem-solving skills and creativity in developing promotional items and using makerspace tools.	Shows satisfactory problem-solving skills and creativity in developing promotional items and using makerspace tools.	Exhibits limited problem-solving skills and creativity in developing promotional items and using makerspace tools.	Lacks problem-solving skills and creativity in developing promotional items and using makerspace tools.	
Communication and Collaboration	Communicates effectively with team members, actively listens, and contributes positively to the team's collaboration.	Communicates well with team members, listens, and contributes to the team's collaboration.	Communicates satisfactorily with team members, listens, and somewhat contributes to the team's collaboration.	Has limited communication with team members, listens poorly, and contributes minimally to the team's collaboration.	Fails to communicate effectively with team members, does not listen, and lacks contribution to the team's collaboration.	
Reflection and Learning	Demonstrates exceptional reflection on personal learning experiences and integrates feedback to improve performance.	Displays good reflection on personal learning experiences and uses feedback to improve performance.	Shows satisfactory reflection on personal learning experiences and considers feedback for performance improvement.	Exhibits limited reflection on personal learning experiences and minimally integrates feedback for performance improvement.	Lacks reflection on personal learning experiences and does not integrate feedback for performance improvement.	

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 20, then each team member receives 15% toward their individual grade)

Penalty: If a student scores less than 12 on the "Individual Assessment Rubric," they will incur a 50% penalty on their portion of the "Group Assessment Rubric" total score. This penalty is applied to ensure individual contributions and active participation in the project.
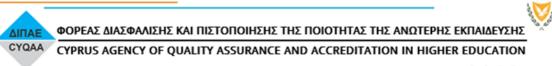
Course title	Professional Selling			
Course code	MRL205			
Course type	Major Requirement			
Level	Bachelor (1st Cycle)			
Year / Semester	2/4			
Teacher's name				
ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week
Course purpose and objectives	Emphasis is placed in teaching students professional and successful selling. This includes a variety of methods and techniques that apply to different selling situations and different prospective customers.			
Learning outcomes	Upon successful completion of this course students should be able to: • Explain selling as an economic activity using practical examples • Define and describe the steps in the selling activity using a scientific approach • Identify appropriate applications of the selling process through a situational analysis • Demonstrate selling skills (sales pitch) through role playing and presentations. • Develop and deliver a compelling sales pitch that effectively engages prospective customers and leads to successful sales outcomes			
Prerequisites	MRL100		Required	NONE
Course content	Selling and Salespeople; Selling in practice; Ethical Issues; Assessing needs; information dissemination; problem-solving guidance; ownership transfer. Introduction to the selling process, including Sales Pitch development and delivery. Prospecting; the pre-approach; the approach, the sales interview; the close; the post-sale. Business applications and personal applications of selling. Advantages and disadvantages associated with a career in selling. Selling and Marketing: The marketing mix; selling and promotion; selling and the product; selling and pricing; selling and distribution; selling and other company functions such as finance, production, and personnel; sales positions based on the channel of distribution, on the product/service, and on the prospect; sales territories. Developing communication skills: The communication model as it applies			

	to selling; some common barriers to communication and ways of overcoming them; other forms of communication: written communication and telephone communication.

Buyer behavior: Types of buyers and their behavioral characteristics; motivation; psychological explanations of motivation: the Freudian, Maslow, and Dichter theories. Sociological explanations of motivation; the life-cycle theory: psychographics as related to sales; the Quadrant theory.

Sales knowledge: The importance of sales knowledge; kinds of sales knowledge; sources of sales knowledge.

Prospecting: The importance of prospecting; the prospecting process; sources for prospects; qualifying prospects.

The pre-approach: elements of a sound pre-approach: research, pre-call preparation, and pre-approach action. The approach: Factors that have an influence on the approach to be taken; approach principles and techniques; the right time to call.

The sales interview: Planning the presentation; Structure of the presentation, including crafting and delivering a compelling Sales Pitch; the presentation pattern; the use of AIDA, Zeroing-in, stimulus-response theories in selling; the substance of the presentation: how to reach the buyer's mind; the use of demonstration; visual aids and other embellishments.

General guides for the sales interview: Length of the presentation; controlling the sales interview; understanding the prospect; strategies for the sales interview; the pre-close; types of sales presentations: the standardized, the extemporaneous, and the eclectic presentation; differences in buying purpose; multiple-party sales interviews: group presentations and joint presentations.

Elements of buyer resistance: the psychology of buyer resistance; reasons for buyer resistance; examination of specific objections; general principles for handling resistance.

Strategies for specific objections: classic techniques for handling objections.

Closing the sale: Principles and guidelines for closing; examination of |

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	various closing strategies; business details in closing; payment with an order. Selling to consumers; selling to industry; selling to retailers. Ethics and the law in selling. Account maintenance and development: relationship marketing; customer retention; orientation on product benefits; emphasis on customer service and customer commitment; importance of quality. Key account management: building and maintaining strong-buyer-seller relationships. Recent developments and contemporary issues pertaining to the subject matter of the course, including Sales Pitch best practices and innovations.
Teaching methodology	Face to Face
Bibliography	Hair, J. F., etc., 2020. Sales Force Management: Building Customer Relationship and Partnership. Wiley Hinson, R.E., 2018. Sales Management: A Primer for Frontier Markets [ebook]. Information Age Publishing. Ebscohost. Αυλωνίτης, Γ. Ι., & Σταθακόπουλος, Μ.Β., 2017. Αποτελεσματική οργάνωση & διοίκηση πωλήσεων. Unibooks: Adelaide. Academic articles from subscribed journals such as Journal of Personal Selling & Sales Management, Management Science, Journal of Marketing Research (JMR),Industrial Marketing Management, etc.
Assessment	Mid Term Exam: 25% Final Exam: 35% Project-Based Assignment: 30% Participation: 10%
Language	Greek

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Course title: Professional Selling

Course code: MRL 205

Student Centered Project

Project Title: "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch"
Learning Theories : Constructionism – Situated Learning
Student-centered pedagogy: Project-Based Learning, Collaborative Learning

Objective: Students will develop and practice their professional selling skills by creating a persuasive sales pitch for a product or service and presenting it through role-playing scenarios and presentations.

Project Aim: Aim: The aim of the "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch" project is to provide students with a practical learning experience that allows them to develop, refine, and apply their professional selling skills, with a focus on creating a compelling sales pitch tailored to different selling situations and prospective customers. This project aims to enhance students' ability to effectively engage with customers, overcome objections, and achieve successful sales outcomes.

Step-by-Step Guidance:

Duration: 6 weeks

Instructions for Students:

Week 1: Form Teams and Product Selection

1. Form teams of 2-3 students.

2. Choose a product or service to be the focus of the sales pitch as a team.

3. Research the product's features, benefits, target audience, and competitors.

4. Identify unique selling points (USPs) and potential objections from prospective customers.

5. Submit a brief proposal outlining the chosen product or service and key selling points as a team.

Week 2: Sales Pitch Development

1. Develop a structured sales pitch that includes an introduction, product presentation, handling objections, and closing the sale.

2. Incorporate storytelling, persuasive techniques, and communication strategies to engage the prospective customer effectively.

3. Prepare visual aids or demonstrations, if applicable, to support the sales pitch.

4. Receive feedback from faculty and peers on the sales pitch draft; make any necessary revisions.

Week 3-4: Role-Playing and Practice

1. Participate in role-playing scenarios where students practice their sales pitch with different prospective customers, focusing on adapting to various selling situations.

2. Receive feedback from faculty and peers on their performance, paying attention to body language, communication skills, and objection handling.

3. Refine the sales pitch based on feedback and lessons learned from the role-playing sessions.

Week 5: Final Presentation Preparation

1. Prepare a final presentation of the sales pitch, incorporating all feedback and improvements.

2. Rehearse the final presentation, focusing on delivery, timing, and engaging the audience.

3. Submit a draft of the final presentation for faculty feedback.

Week 6: Final Presentation and Assessment

1. Deliver a 10-15 minute presentation to the class, demonstrating the refined sales pitch and showcasing selling skills.

2. Participate in a Q&A session, addressing any questions or feedback from faculty and peers.

3. Submit a final report, including the sales pitch script, visual aids or demonstrations, and an assessment of the project's effectiveness based on pre-established criteria.

Instructions for Faculty:

Week 1: Team Formation and Proposal Review

1. Assist students in forming teams of 2-3 members.

2. Review teams' product proposals, ensuring they have selected a suitable product or service.

3. Provide feedback on the proposal, approving it or requesting revisions if necessary.

Week 2: Sales Pitch Draft Feedback

1. Review students' sales pitch drafts, providing constructive feedback and guidance on improving the pitch.

2. Encourage peer-to-peer feedback and collaboration among students.

Week 3-4: Role-Playing and Practice Supervision

1. Organize and supervise role-playing scenarios for students, assigning different selling situations and prospective customers.

2. Provide feedback on students' performances, focusing on areas of improvement and strengths.

3. Encourage peer-to-peer feedback and sharing of best practices.

Week 5: Final Presentation Draft Review

1. Review drafts of students' final presentations, providing feedback and approving them for presentation in Week 6.

2. Offer guidance on presentation skills and final preparations.

Week 6: Final Presentation and Assessment

1. Observe and evaluate students' final presentations, using pre-established assessment criteria.

2. Facilitate a Q&A session, encouraging questions and discussion among students.

3. Review and assess students' final reports, providing feedback and assigning final grades based on project performance.

Project Introduction Script

The instructor can introduce the project by providing a brief overview, explaining the project objectives and guidelines, and highlighting its relevance to the course syllabus. Here's an example of what the instructor can say:

"Hello, everyone! Today, I am excited to introduce a hands-on project that will span the next six weeks of our course. This project, titled "The Sales Pitch Challenge: Crafting and Presenting a Persuasive Sales Pitch," is designed to provide you with a practical learning experience in professional selling.

Throughout the project, you will work in teams of 2-3 students to develop and practice your professional selling skills by creating a persuasive sales pitch for a chosen product or service. You will present your sales pitch through role-playing scenarios and presentations to demonstrate your ability to engage with customers, overcome objections, and achieve successful sales outcomes.

During the first week, you will form teams and select a product or service for your sales pitch. As a team, you will research the product's features, benefits, target audience, and competitors. You will then submit a brief proposal outlining your chosen product or service and its key selling points.

Over the next few weeks, you will develop your sales pitch, incorporating storytelling, persuasive techniques, and communication strategies. You will participate in role-playing scenarios and receive feedback from your peers and me to refine your sales pitch.

In the final weeks of the project, you will prepare and deliver a final presentation to showcase your refined sales pitch and demonstrate your selling skills. You will also participate in a Q&A session to address any questions or feedback from your peers and me.

This project will be an excellent opportunity for you to apply the concepts and techniques we've discussed in class to a real-world scenario. I encourage you all to be creative, collaborate with your team members, and be open to feedback as you work through this project. I am looking forward to seeing the results of your hard work and dedication.

Good luck, and let's get started on this exciting journey!"

Duration: 6 Weeks
Weight: 30%

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Detailed Instructions for Instructor Assessment using Group and Individual Rubrics:

1. **Before the assessment:**
   a. Familiarize yourself with both the Team Assessment Rubric and the Individual Assessment Rubric.
   b. Observe and take notes on student interactions, participation, and contributions throughout the project to assist in the assessment process.

2. **Assessing the team (using the Team Assessment Rubric):**
   a. Evaluate the relevance of the product choice and the quality of the research conducted by the team.
   b. Assess the clarity and conciseness of the team's proposal.
   c. Review the structure, organization, persuasiveness, and storytelling of the sales pitch.
   d. Observe how the team handles objections and uses visual aids or demonstrations in their sales pitch.
   e. Evaluate the overall effectiveness of the team's final presentation, collaboration, coordination, and responses to Q&A.

3. **Calculating the Team Assessment Score:**
   a. Assign a score for each criterion in the Team Assessment Rubric, ranging from Excellent (5) to Unsatisfactory (1).
   b. Add up the scores for each criterion to obtain the total Team Assessment Score.
   c. Calculate the team's contribution to the overall project weight by multiplying the total score by 0.5 (50%).

4. **Assessing individual students (using the Individual Assessment Rubric):**
   a. Evaluate each student's adaptability to various selling situations and their communication skills and body language during role-playing and practice.
   b. Assess each student's ability to incorporate peer feedback and make improvements.
   c. Review each student's contribution to team tasks and the quality of their individual work.

5. **Calculating the Individual Assessment Score:**
   a. Assign a score for each criterion in the Individual Assessment Rubric, ranging from Excellent (5) to Unsatisfactory (1).
   b. Add up the scores for each criterion to obtain the total Individual Assessment Score for each student.
   c. Calculate each student's contribution to the overall project weight by multiplying their total score by 0.5 (50%).

6. **Applying penalties (if applicable):**
   a. Check if any student scored less than 15 on the Individual Assessment Rubric.
   b. For students who meet this criterion, apply a 50% penalty to their portion of the Group Assessment Rubric total score.

7. **Calculating the Grand Total Score:**
   a. Add the team's contribution (from step 3c) and each student's individual contribution (from step 5c) to obtain the Grand Total Score for each student.
   b. Record the Grand Total Score for each student in the grade book, with a maximum possible score of 30.

8. **Providing feedback:**
   a. Share the scores and feedback with each student and the team as a whole.
   b. Offer suggestions for improvement and discuss any areas where the team or individual students excelled and encourage students to reflect on their performance and consider ways to improve their skills for future projects.

Team Assessment Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Product Selection and Proposal						
Product choice relevance	Relevant and well-suited to the project	Mostly relevant	Somewhat relevant	Barely relevant	Not relevant	
Quality of research	Comprehensive and insightful	Good research	Adequate research	Limited research	Poor research	
Clarity and conciseness of proposal	Clear, concise, and well-organized	Mostly clear and concise	Somewhat clear	Lacks clarity and conciseness	Unclear and disorganized	
Sales Pitch Development						
Structure and organization	Well-structured and organized	Mostly well-structured	Adequate structure	Poorly structured	Disorganized	
Persuasiveness and storytelling	Highly persuasive and engaging	Persuasive	Somewhat persuasive	Lacks persuasiveness	Not persuasive	
Handling objections	Confidently and accurately addresses objections	Addresses most objections	Addresses some objections	Struggles with objections	Does not address objections	
Visual aids and demonstrations	Highly effective use	Effective use	Adequate use	Limited use	Poor use	
Final Presentation						
Overall effectiveness of presentation	Outstanding presentation	Good presentation	Adequate presentation	Needs improvement	Poor presentation	
Team collaboration and coordination	Excellent teamwork	Good teamwork	Adequate teamwork	Limited teamwork	Poor teamwork	
Responses to Q&A	Excellent responses	Good responses	Adequate responses	Needs improvement	Poor responses	

Total Score: _____

Individual Assessment Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Role-Playing and Practice						
Adaptability to selling situations	Highly adaptable	Adaptable	Somewhat adaptable	Struggles to adapt	Not adaptable	
Communication skills and body language	Excellent skills	Good skills	Adequate skills	Needs improvement	Poor skills	
Peer feedback and improvements	Effectively incorporates feedback	Incorporates most feedback	Incorporates some feedback	Struggles with feedback	Does not use feedback	
Individual Contribution						
Contribution to team tasks	Actively contributes	Contributes	Minimal contribution	Barely contributes	Does not contribute	
Quality of individual work	High quality work	Good work	Adequate work	Needs improvement	Poor work	

Total Score: _____

Project Total Score

Team Assessment Rubric:

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 50, then each team member receives 15% toward their total project grade)

+

Individual Assessment Rubric:

Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a student achieves a total score of 25, then this specific student receives 15% toward their total project grade)

Penalty: If a student scores less than 15 on the "Individual Assessment Rubric," they will incur a 50% penalty on their portion of the "Group Assessment Rubric" total score. This penalty is applied to ensure individual contributions and active participation in the project.

GRAND TOTAL : _____ / 30

Course title	Innovation and Entrepreneurship
Course code	BSL400
Course type	Business Care Requirement
Level	Bachelor (1st Cycle)
Year / Semester	4/7
Teacher's name	

ECTS	6 ECTS	Lectures / week	3 periods 50'/ Per week	Laboratories / week

Course purpose and objectives	This course puts the theoretical foundations of entrepreneurship and innovation into practical, concrete applications. Thus, students are involved from the outset in analyzing entrepreneurial characteristics, innovation, creative thinking process, examining company-product development, market assessment, innovative techniques, the means for presenting and promoting a business idea and implementation challenges.
Learning outcomes	Upon successful completion of this course students should be able to: • Describe the main innovation and entrepreneurship theoretical foundations, entrepreneurial characteristics. • evaluate the degree of innovation and enterprise in a business • List the main personal, business, market characteristics that need to be analysed in order to embark on an entrepreneurial venture. • Describe success possibilities, given a set of the necessary data regarding the critical factors for success of a new business venture. • Demonstrate the use of specific innovation approaches for the purpose of entrepreneurial development. • Analyse and interpret relevant data using different approaches, in order to improve relevant decision making and actions. • Explain their own individual entrepreneurial and innovative capacities
Prerequisites	NONE	Required	
Course content	1. Introduction to innovation and entrepreneurship 2. Types of Innovation: Product, process, business model, and social innovations; 3. Types of Entrepreneurs: Opportunity-driven, necessity-driven, social entrepreneurs, and intrapreneurs; 4. The Process of Innovation and Entrepreneurship: Ideation, validation, prototyping, and scaling; integrating makerspace tools and resources throughout the process.

	5. Technological and other Changes: The impact of emerging technologies, digital fabrication
	6. Theories of Innovation and Entrepreneurship: Disruptive innovation, open innovation, and collaborative innovation; how makerspaces facilitate collaborative innovation.
	7. Innovation Strategy: Incorporating makerspace resources and tools into business innovation strategies.
	8. 'Technological Entrepreneurs': Fostering tech-driven entrepreneurship and startups.
	9. Funding Innovation and Entrepreneurship: Crowdfunding, grants, and other funding opportunities for projects and startups.
	10. Managing and Leading Innovation: Best practices for managing innovation and fostering a culture of innovation.
	11. Creating Competitive Advantage through Innovation
	12. Sustaining Innovation: Strategies for maintaining an innovative edge and adapting to change.
Teaching methodology	Face- to- face
Bibliography	Kennard, M., 2021. Innovation and Entrepreneurship. Routledge: Taylor and Francis. Trott, P., 2021. Innovation Management and New Product Development, 7th ed. Pearson. Subscribed journals such as Entrepreneurial Business and Economics Review, Journal of Innovation Economics & Management., Entreprendre & Innover, Journal of Business Research, etc.
Assessment	Final Exam: 50% Project: 40% Participation: 10% 100%
Language	Greek

Course title: Innovation and Entrepreneurship

Course code: BSL 400

Student Centered Project

Project Title: "Innovative Entrepreneurial Venture: Developing and Pitching a Business Idea using Makerspace Tools"
Learning Theories : Constructivism, Constructionism – Experiential Learning, Situated Learning
Student-centered pedagogy: Project-Based Learning, Collaborative Learning, Making

Project Aim: The aim of this project is to encourage students to identify a unique entrepreneurial opportunity, create a viable business concept, and develop a comprehensive business pitch using Makerspace tools. The project will focus on combining the theoretical foundations of entrepreneurship and innovation with hands-on experience in order to develop students' skills in creativity, problem-solving, collaboration, and communication.

Project Overview: In teams of 3-4, students will identify a business opportunity and develop a complete business pitch for an innovative product or service that incorporates Makerspace tools. Over the course of eight weeks, students will work on various aspects of their venture, such as market research, business model development, prototype creation (if applicable), and marketing strategy. At the end of the project, each team will present their pitch to the class and instructor, simulating a real-world pitch to potential investors.

Step-by-Step Guidance for Students:

1. Form a team of 3-4 members.
2. In Week 1, brainstorm and select a unique business idea that incorporates Makerspace tools, focusing on the needs and trends in the market.
3. In Weeks 2 and 3, conduct market research to validate the demand for your product or service and identify your target audience.
4. In Weeks 4 and 5, develop a business model, including revenue streams, cost structure, and key resources.
5. In Week 6, design a prototype of your product or service using Makerspace tools, if applicable. If a physical prototype is not possible, create detailed visualizations or mockups.
6. In Week 7, create a marketing strategy, including branding, advertising, and promotional activities.
7. In Week 8, prepare and rehearse your business pitch. Include a clear problem statement, solution, business model, marketing strategy, and financial projections.
8. At the end of Week 8, present your pitch to the class and instructor.

Step-by-Step Guidance for Faculty:

1. Introduce the project to the students, explaining its aim and relevance to the course objectives.
2. Provide resources and guidance on using Makerspace tools and how they can be incorporated into the project.
3. Monitor team formation and ensure each student is part of a team.
4. Throughout the project, provide feedback and support to the teams as they work on their business ideas, market research, business models, prototypes, and marketing strategies.
5. Organize a pitch day at the end of Week 8 for the teams to present their projects.

6. Evaluate each team's pitch using a project rubric, assessing criteria such as innovation, feasibility, use of Makerspace tools, and presentation skills.
7. Provide feedback to each team on their strengths and areas for improvement.

By the end of the project, students should have gained practical experience in developing an innovative entrepreneurial venture, honing their skills in creativity, critical thinking, and presentation. The hands-on experience with Makerspace tools will enable them to explore new possibilities and enhance their understanding of innovation and entrepreneurship.

Project Introduction Script:

"Hello everyone, today I am excited to introduce our 'Innovative Entrepreneurial Venture' project that will span the next eight weeks. This project is designed to give you hands-on experience in developing a unique business idea while incorporating Makerspace tools. This will not only enhance your understanding of innovation and entrepreneurship but also help you develop essential skills in creativity, problem-solving, collaboration, and communication.

In this project, you will work in teams of 3-4 members to identify a unique business opportunity, develop a comprehensive business pitch, and if applicable, create a prototype using Makerspace tools. You will be given eight weeks to work on various aspects of your venture, including market research, business model development, prototype creation, and marketing strategy.

Throughout this journey, I will provide guidance, resources, and support to help you navigate the process and make the best use of Makerspace tools. At the end of the project, each team will present their business pitch to the class, simulating a real-world pitch to potential investors.

It's important to note that this project will account for 40% of your final grade. This reflects the significance of the skills and knowledge you will gain through this hands-on experience.

Here's a brief outline of the project timeline:
- Week 1: Brainstorm and select a business idea.
- Weeks 2-3: Conduct market research and identify your target audience.
- Weeks 4-5: Develop a business model, including revenue streams, cost structure, and key resources.
- Week 6: Design a prototype or detailed visualizations using Makerspace tools.
- Week 7: Create a marketing strategy, including branding, advertising, and promotional activities.
- Week 8: Prepare and present your business pitch to the class and instructor.

Remember, the purpose of this project is to put the theoretical foundations of entrepreneurship and innovation into practical, concrete applications. I encourage each of you to embrace this challenge, think creatively, and collaborate effectively with your team members. I am confident that this project will be an invaluable learning experience for all of us. Good luck, and let's get started!"

Duration: 8 Weeks
Weight: 40%

Concepts / Guidance for Faculty

1. Product customization: Introduce the concept of using Makerspace tools to create custom-designed products tailored to the unique needs and preferences of customers.
2. Rapid prototyping: Discuss the benefits of using 3D printing and other Makerspace tools to quickly develop prototypes for testing and iterating on product designs.
3. Eco-friendly and sustainable products: Explore the potential of using Makerspace tools to create environmentally friendly products, such as using recycled materials or designing products that minimize waste.
4. Assistive technology: Introduce the idea of using Makerspace tools to develop innovative products that help people with disabilities, such as customized prosthetics, adaptive devices, or accessible technology solutions.
5. Educational tools and resources: Encourage students to consider using Makerspace tools to create engaging and interactive educational materials, such as hands-on learning kits or educational games.
6. Wearable technology: Discuss the potential of using Makerspace tools to create innovative wearable devices, such as smart clothing, fitness trackers, or health monitoring devices.
7. Smart home devices: Explore the idea of using Makerspace tools to design and build smart home products, such as energy-saving devices, home automation systems, or security gadgets.
8. Art and design: Encourage students to think about how they can use Makerspace tools to create unique art pieces, sculptures, or functional designs that blend creativity with technology.
9. Subscription-based services: Introduce the concept of creating a business that offers unique, Makerspace-created products or services on a subscription basis, catering to niche markets or customer interests.
10. Localized manufacturing: Discuss the benefits of using Makerspace tools to create locally made products, promoting local economies and reducing the environmental impact of transportation.

For the course Innovation and Entrepreneurship, students can create various artifacts that showcase their understanding of the course concepts and demonstrate their ability to apply makerspace tools and resources. Some ideas for artifacts include:
1. Prototype of a product or service: Students can develop a physical or digital prototype of a new product or service that addresses a specific market need. This could involve using 3D printers, laser cutters, or other makerspace tools to create a tangible representation of their idea.
2. Business model canvas: Students can create a visual representation of their business idea using a business model canvas. This helps them identify the key components of their proposed venture, such as target customers, value propositions, and revenue streams.
3. Marketing materials: Students can design and produce promotional materials for their product or service, such as logos, brochures, posters, or social media content. They can use graphic design software and makerspace tools like vinyl cutters or laser engravers for this purpose.
4. Pitch presentation: Students can create a compelling pitch presentation to showcase their business idea to potential investors or customers. This can include slides, videos, and other visual aids to effectively communicate their value proposition and business strategy.

5. Interactive exhibits or demonstrations: Students can create interactive exhibits or demonstrations that allow others to experience their product or service firsthand. This could involve setting up a booth or display at a campus event or trade show, allowing visitors to test out their prototype or engage with their marketing materials.
6. Mobile app or website: If the students' business idea involves a digital component, they can create a mobile app or website to showcase their product or service. This would involve using programming languages and software development tools available in the makerspace.
7. Customer journey map: Students can create a customer journey map to illustrate the experience of their target users as they interact with their product or service. This helps students understand the pain points and opportunities for improvement in their offering.

By creating these artifacts, students can demonstrate their ability to think creatively, solve problems, and apply makerspace tools and technologies in the context of innovation and entrepreneurship.

Detailed Instructions for Instructor Assessment:

1. Introduce the project: Present the project to the students during the first week, explaining its purpose, objectives, and expectations. Make sure students understand the importance of teamwork and individual contributions to the project.
2. Form teams: Assist students in forming teams of 3-4 members. Encourage a mix of diverse skill sets and backgrounds within each team.
3. Monitor progress: Regularly check in with each team during the 8-week project period. Provide guidance, feedback, and support as necessary. Encourage students to collaborate, share ideas, and work effectively within their teams.
4. Review project deliverables: Collect and review the final project deliverables, including prototypes, marketing materials, and business plans. Evaluate each team's work based on the criteria outlined in the Group Assessment Rubric.
5. Assess individual contributions: Have each student complete the Individual Assessment Rubric, evaluating their own performance and contributions to the project. Collect and review the rubrics, ensuring that students have accurately and fairly assessed their own work.
6. Conduct peer evaluations: Instruct students to complete the Peer Assessment Rubric for each of their teammates. Collect and calculate the average peer assessment score for each student. Ensure that students have evaluated their peers fairly and objectively.
7. Calculate final project scores: Use the Group Assessment Score, Individual Assessment Score, and Peer Assessment Score (Average) to calculate each student's final project score. Apply the penalty policy as necessary to ensure a fair evaluation of individual contributions and active participation in the project.
8. Record and submit grades: Fill out the assessment grade roster, entering each student's name, scores, and final project grade. Submit the roster to the appropriate department or office for grade processing.
9. Provide feedback: Share the assessment results and feedback with each student, highlighting their strengths and areas for improvement. Encourage students to reflect on their performance and consider how they can apply the skills and knowledge gained during the project to future endeavors.
10. Reflect and adjust: Reflect on the project's overall success, identifying any areas where the project, assessment, or instructions could be improved for future iterations of the course. Adjust the project guidelines, rubrics, or assessment procedures as needed to enhance the student-centered learning experience.

Group Assessment Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Business Idea	Innovative and unique idea with strong market potential	Creative idea with good market potential	Adequate idea with moderate market potential	Limited creativity and weak market potential	Lacks innovation and has little to no market potential	
Market Research	Comprehensive research, clear understanding of the target audience and competition	Good research, solid understanding of the target audience and competition	Satisfactory research, some understanding of the target audience and competition	Inadequate research, limited understanding of the target audience and competition	Minimal to no research, poor understanding of the target audience and competition	
Business Model	Well-developed business model with clear revenue streams, cost structure, and key resources	Good business model with identifiable revenue streams, cost structure, and key resources	Satisfactory business model with basic revenue streams, cost structure, and key resources	Underdeveloped business model with vague revenue streams, cost structure, and key resources	Poor or missing business model with unclear revenue streams, cost structure, and key resources	
Prototype/Visualization	High-quality prototype or visualization showcasing the product/service	Good prototype or visualization effectively illustrating the product/service	Satisfactory prototype or visualization representing the product/service	Incomplete or low-quality prototype or visualization	No prototype or visualization provided	
Marketing Strategy	Comprehensive marketing strategy, including branding, advertising, and promotional activities	Good marketing strategy with well-defined branding, advertising, and promotional activities	Satisfactory marketing strategy with basic branding, advertising, and promotional activities	Limited marketing strategy with minimal branding, advertising, and promotional activities	No marketing strategy provided	
Presentation	Excellent pitch, engaging, and persuasive with clear communication	Good pitch, clear and coherent communication	Satisfactory pitch, acceptable communication	Needs improvement in pitch delivery and communication	Poor pitch, unclear communication	

Group Assessment: Total Score: _____ (Contributes to 50% of the overall project weight, e.g., If a team achieves a total score of 25, then each team member receives 20% toward their total project grade)

Individual & Peer Assessment Rubrics:

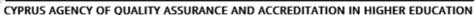| Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Contribution	Active and consistent involvement in all stages of the project	Significant contribution to most stages of the project	Moderate contribution to some stages of the project	Limited contribution to the project	Minimal to no contribution to the project	
Collaboration	Excellent team player, consistently supports and encourages team members	Good team player, mostly supportive and cooperative with team members	Satisfactory team player, occasionally cooperative with team members	Needs improvement in collaboration, limited cooperation with team members	Poor collaboration, uncooperative with team members	
Creativity	Consistently generates innovative ideas and solutions	Frequently contributes creative ideas and solutions	Occasionally contributes creative ideas and solutions	Rarely contributes creative ideas and solutions	Does not contribute creative ideas or solutions	
Problem Solving	Proactively identifies and effectively addresses challenges	Generally identifies and resolves challenges	Adequately identifies and addresses some challenges	Struggles to identify and address challenges	Fails to identify or address challenges	
Communication	Excellent communication skills, both written and verbal	Good communication skills, generally clear and concise	Satisfactory communication skills, some clarity and conciseness	Needs improvement in communication skills, lacks clarity and conciseness	Poor communication skills, unclear and disorganized	

Total Score: _____ / 25

Peer Evaluation Rubric:

Student Name : _____ (Please write the name of the student you are evaluating/grading)

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
Contribution to the Team	Consistently goes above and beyond in contributing to the team's success, always prepared and actively participates in all aspects of the project	Regularly contributes to the team's success, well-prepared and participates in most aspects of the project	Adequately contributes to the team's success, generally prepared and participates in some aspects of the project	Occasionally contributes to the team's success, sometimes unprepared and minimally participates in the project	Rarely or never contributes to the team's success, unprepared and does not participate in the project	
Communication and Collaboration	Excellent communication skills, listens actively, and consistently engages in constructive collaboration with all team members	Good communication skills, listens to others, and engages in constructive collaboration with most team members	Satisfactory communication skills, listens to others, and engages in constructive collaboration with some team members	Poor communication skills, struggles to listen to others, and has difficulty engaging in constructive collaboration with team members	Does not communicate or collaborate effectively with team members	
Problem-solving and Initiative	Proactively identifies and addresses challenges, takes the initiative to propose solutions, and contributes significantly to problem-solving	Identifies challenges and actively contributes to problem-solving, shows initiative in some aspects of the project	Identifies challenges but relies on others for solutions, occasionally shows initiative	Struggles to identify challenges and rarely contributes to problem-solving, shows little initiative	Fails to identify challenges, does not contribute to problem-solving, and shows no initiative	
Dependability and Timeliness	Consistently meets deadlines, is always punctual, and can be fully relied upon by team members	Generally meets deadlines, is mostly punctual, and can be relied upon by team members	Sometimes meets deadlines, is occasionally punctual, and can be somewhat relied upon by team members	Struggles to meet deadlines, is frequently late, and is not consistently reliable	Fails to meet deadlines, is consistently late, and is not at all reliable	
Professionalism and Attitude	Maintains a positive attitude, demonstrates respect and professionalism towards all team members, and consistently supports a productive working environment	Generally demonstrates a positive attitude, is respectful and professional towards team members, and supports a productive working environment	Maintains a satisfactory attitude, is mostly respectful and professional towards team members, and contributes to a productive working environment	Struggles with maintaining a positive attitude, is not always respectful and professional towards team members, and occasionally disrupts the working environment	Displays a negative attitude, is disrespectful and unprofessional towards team members, and contributes to a hostile working environment	

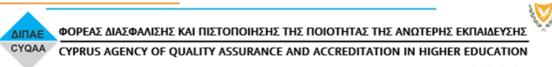Total Score: _____ / 25

Assessment

Penalty: If a student scores equal or less than 12 on the "Individual Assessment Rubric," OR equal or less than 12 (on average) on "Peer Assessment Rubric" the student will incur a 50% penalty on their portion of the "Group Assessment Rubric" total score. This penalty is applied to ensure individual contributions and active participation in the project.*

      (a) Final Score Group: _____ (Contributes to 50% of the overall project weight, e.g., If a student achieves a total score of 25 on both rubrics, then this specific student receives 20% toward their total project grade)

      (b) Final Score Individual: _____ (Contributes to 50% of the overall project weight, e.g., If a student achieves a total score of 25 on both rubrics, then this specific student receives 20% toward their total project grade)

      Total Project Grade: _____ / 40

* Penalty policy helps to ensure a fair assessment of each student's individual contributions and active participation in the project. By considering both the Individual Assessment Rubric and Peer Assessment Rubric in the penalty policy, you're able to maintain a balanced evaluation of students' performance within their teams.

Project assessment grade roster with empty name fields:

No.	Student Name	Group Assessment Score	Individual Assessment Score	Peer Assessment Score (Avg.)	Penalty Applied	Final Project Score
1						
2						
3						
4						
5						
...						
n						

Optional Extracurricular Training/Introduction to Makerspace (6 Hours)

An extracurricular training introduction to Makerspace can be helpful for several reasons:

1. Skill development: Introducing students and faculty to Makerspace tools and technologies helps develop new skills, which can be applied to various academic and professional projects. These skills can enhance creativity, problem-solving, and hands-on learning.
2. Collaboration and networking: Makerspaces are collaborative environments that encourage students and faculty to work together, share ideas, and learn from one another. This can foster stronger connections and networking opportunities within the academic community.
3. Encouraging innovation: Exposure to Makerspace tools and resources can inspire students and faculty to think innovatively, explore new ideas, and create unique solutions to problems. This can lead to the development of novel projects, products, or services.
4. Enhancing learning experiences: By incorporating Makerspace tools and technologies into academic curricula, educators can provide students with more engaging, hands-on learning experiences. This can help students better understand and retain the course material.
5. Career readiness: Familiarity with Makerspace tools and technologies can improve students' career readiness, as these skills are often in demand in various industries. By offering extracurricular training in Makerspace, institutions can better prepare students for the job market.
6. Accessibility: Extracurricular training in Makerspace provides an opportunity for students and faculty who might not otherwise have access to these resources to explore, learn, and experiment with new tools and technologies.
7. Building a makerspace culture: Introducing Makerspace through extracurricular training can help create a culture of innovation, creativity, and collaboration within the institution, promoting a more dynamic and engaging learning environment for everyone involved.

Draft Basic Training

Week 1: Introduction to Makerspace and Basic Tools
Meeting 1 (3 hours):

- Introduction to Makerspace: Overview of the concept, history, and benefits of makerspaces
- Makerspace tour: Guided tour of the makerspace facility, highlighting available tools and resources
- Introduction to 3D Printing: Basic concepts, applications, and examples of 3D printed products
- Hands-on activity: Students design a simple object using 3D modeling software

Week 2: Exploring Additional Makerspace Tools
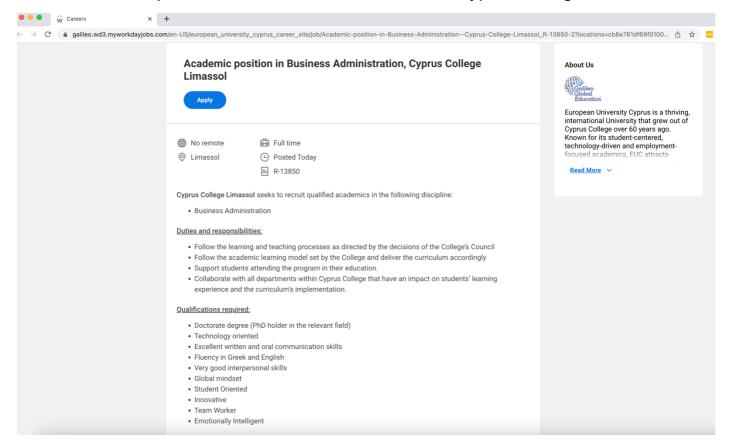Meeting 2 (3 hours):

- Introduction to Laser Cutting and Engraving: Overview of laser cutting and engraving technology, applications, and examples
- Hands-on activity: Students create a simple design and use the laser cutter to cut or engrave it onto a material

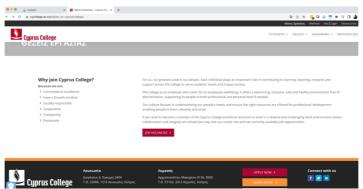Note that our Makerspace Open to all Students and Faculty.

Opening Hours
Monday-Friday 08:00 – 21:00

ANNEX 6: JOB OPENINGS

Academic position in Business Administration, Cyprus College Limassol

Link : https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/details/Academic-position-in-Business-Administration--Cyprus-College-Limassol_R-13850-2?locations=cb6e761df69f0100f75c57b28d090000

https://galileo.wd3.myworkdayjobs.com/european_university_cyprus_career_site?locations=cb6e761df69f0100f75c57b28d090000