Doc. 300.1.2

Date: 15/12/2020

Higher Education Institution's Response

- **Higher Education Institution:**
  Ctl Eurocollege

- **Town: Limassol**

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

  In Greek:

  Διοίκηση Επιχειρήσεων (4 έτη, Πτυχίο, συν

  ενδεχόμενο προπαρασκευαστικό έτος

  In English:

  Business Administration (4 years, Bachelor of Arts,

  plus an optional foundation year

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

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

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

ΔΙΠΑΕ
CYQAA

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

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

    - *the findings, strengths, areas of improvement and recommendations of the EEC*
    - *the deficiencies noted under the quality indicators (criteria)*
    - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

Areas of Improvement

Comment of the Committee

For example, the College could hire new expert staff to appropriately design and deliver the new courses. However, what we observed instead is that the content of the new courses has been adapted to reflect a pure managerial focus, based on the areas of competence of the existing staff. For instance, the content of the new course on risk management is mainly based on the COSO framework and ignores other aspects of risk management, such as value at risk or other quantitative approaches to manage risk. While the practice followed by the College could be seen as an attempt to smoothen the transition to the new program, the EEC failed to see any provisions on how the new courses will gradually evolve to incorporate all required content.

Reply from the Institution

The College has taken into account the comment of the Committee and has employed the following full time faculty staff. Their contracts of employment will commence on February 2021 at the beginning of Spring Semester 2021.

1. Dr Maria Hadjielia Drotarova

    - Postdoc at Cyprus University of Technology (January 2019 – Jun 2020)
      Working on a qualitative research study on thanatourism, nostalgia and hope.
      PhD (2018)
    - PhD in Educational Research
      Lancaster University (UK)
      Thesis: "A MULTIDIMENSIONAL PERSPECTIVE OF DOCTORAL STUDY EXPERIENCE: CONSRUCTING DIVERSE ROUTES ACROSS PARALLEL REALITIES"
      Masters Degree (2006)
    - Masters Degree in Andragogy (Adult education)
      University of Prešov (Slovakia)
      Dissertation: "Quality of working life in the public sector workplace: Evidence from the Slovak Context"
      Degree course (2004)
    - Bachelor Degree in Andragogy (Adult education)
      University of Prešov (Slovakia)

2. Dr Marios Kouskoukis

    - Jul 2012–Dec 2017 Doctor of Philosophy (Ph.D.) - Economics
      First-class Honours
      Panteion University of Social and Political Sciences, Athens (Greece)
      "The contribution of telemedicine systems to reduce regional disparities in the Primary Health Care: The case of the Aegean Sea"

    - Sep 2011–Sep 2014 Master of Business Administration (M.B.A.) - Total Quality Management
      Second-class Honours (2:1)

University of Piraeus, Athens (Greece)
"Critical valuation of renewable energy sources"

- Sep 2007–Nov 2011 Bachelor of Science (B.Sc.) - International Economics Second-class Honours (2:1)
  Democritus University of Thrace, Komotini (Greece)

Additionally, the College has employed a PhD holder on a part time basis as shown below:

3. Dr Ifigenia Efthimiou

- October 2020 – Today: Postdoctoral Researcher, Department of Computer Science, School of Economics Administration and Computer Science, Neapolis University Pafos

- October 2010 – March 2015: Doctoral Thesis on the domain of "Design and Analysis of Experiments", Department of Mathematics, School of Sciences, University of the Aegean, Samos, Greece. Supervisors: Stelios D. Georgiou and Stelios Xanthopoulos, Grade: "EXCELLENT" (10/10).

- October 2008 - June 2010: Master's Degree "Statistics and Data Analysis", Department of Statistics and Actuarial – Financial Mathematics of the University of The Aegean, Samos, Greece.

- October 2004 – February 2008: BSc Department of Statistics and Actuarial – Financial Mathematics of the University of the Aegean, Samos, Greece.

Please refer to **Annex 1 – Revised Faculty** and **Annex 2 Curriculum Vitae**

Additionally, please note that the Risk Management course syllabus has been revised to include various aspects of risk management. Please refer to **Annex 3 – Revised and New Syllabi.**

Comment of the Committee

There is no provision for the adaptation of existing students, especially of those who are to enroll the third and fourth year, to the new program of study.
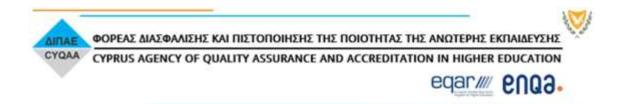
Reply from the Institution

Reply from the Institution

The comment has been noted and we would like to mention that in order to safeguard the transfer of existing students of currently operating programmes to newly accredited programmes, the College has drawn up a new procedure as shown below:

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Transfer of courses to newly accredited programmes

On completion of the accreditation procedure and after the approval of a programme of study by CYQAA, the QA Officer is responsible for updating the Programme Form templates.

The Academic Officers register new students according to the new templates.

The following procedure is followed for existing students in currently operating programmes:

For Diploma level programmes:

1. Students who have completed the 1st and / or 2nd semesters of their studies.

   All successfully completed courses are transferred to the new forms.

2. Students on the 3rd and / or 4th semesters of study continue with the existing programme forms and structure of the programme. (prior the accreditation).

For Higher Diploma level programmes:

1. Students who have completed the 1st and / or 2nd and / or 3rd and / or 4th semesters of their studies.

   All successfully completed courses are transferred to the new forms.

2. Students on the 5th and / or 6th semesters of study continue with the existing programme forms and structure of the programme. (prior the accreditation).

For Degree level programmes:

1. Students who have completed the 1st and / or 2nd and / or 3rd and / or 4th semesters and / or 5th and / or 6th semesters of their studies.

   All successfully completed courses are transferred to the new forms.

2. Students on the $7^{th\ and}$ / or 8th semesters of study continue with the existing programme forms and structure of the programme. (prior the accreditation).
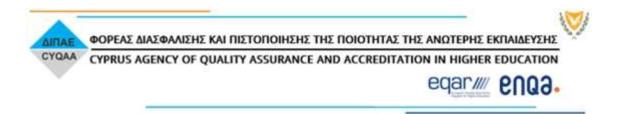
For Master Degree level programmes:

1. Students who have completed the 1st and / or 2nd semesters of their studies.

   All successfully completed courses are transferred to the new forms.

2. Students on the 3rd semester of study continue with the existing programme forms and structure of the programme. (prior the accreditation).

All successfully completed credits are transferred to the newly accredited programmes.

In the cases where students have completed courses that are not in the new programme structure, these are transferred and replace optional courses. If there are more successfully completed courses, these are transferred and replace courses of the same content that have been upgraded and /or renamed.

New courses that are not included in the previous structure of the programme of study are offered only to newly registered students during the transition period. The transition period is defined as one (1) academic year after the programme has been approved by CYQAA.

Comment of the Committee

The courses Business Statistics (STA 101) and Research Methodology (STA 301) are taught at semesters 3 and 5 respectively. We believe that these two courses, which have a relatively high degree of difficulty and aim at helping students to elaborate their final theses, should be transferred to upper level semesters.

Reply from the Institution

The comment has been noted and the courses Business Statistics (STA 301) and Research Methodology (STA 301) have been moved to 5th and 6th semester respectively. Please refer to **Annex 4 Revised Structure of the Programme.**

Comment of the Committee

The content of the program could be rebalanced to include more elective courses. We propose the inclusion of core elective courses that cover topics such as sustainability, digitalization, financial markets and institutions or fintech. This would ensure that the recent educational and societal trends are reflected in the program of studies.

Reply from the Institution

The comment has been noted and after taking into account the Committee's suggestion, the College has proceeded to combine the courses Crisis Management and Change Management into one course and renamed as Crisis and Change Management (MGT 316) in order to make space for more elective courses to be introduced into the programme.

The new elective courses Digital Marketing Strategy (MKT 322) and Business Sustainability (BUS 314) have been introduced into the programme.

The course Money & the Financial Institutions has been revised and renamed as Financial Markets & the Banking System (FIN 314).

Please refer to **Annex 4 Revised Structure of the Programme** and **Annex 3 Revised and New Syllabi.**

Comment of the Committee

Moreover, the international dimension of the program is rather weak and could be improved by inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations.

Reply from the Institution

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

We would like also to refer that on the 29th October 2020 our Executive Director, the Administration & Finance Director, the Academic Dean and the Head of Research had a meeting with the Rector of UCY Professor Tasos Christofides to discuss ways of cooperating with UCY in regards to research and visiting professors. The meeting was successful and has opened channels of communication between the two Institutions. Professor Tasos Christofides mentioned that our Lecturers can contact Professors or Assistant Professors at UCY and invite them to our College as visiting professors. Our Faculty has now been instructed to open channels of communication.

Further to the above, a meeting between the Rector of the Cyprus University of Technology (CUT), Professor Panayiotis Zaphiris and our Executive Director, the Administration & Finance Director, the Academic Dean and the Head of Research has been scheduled.

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

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

The list below details the recent staff mobility actions:

- Mr. George Antoniades, member of the faculty visited Spain from 28/10/2018 – 03/11/2018 and taught Hotel Management course sessions in UCAM (Universidad Catolica San Antonio de Murcia).

- In April 2019 Ctl Eurocollege participated in the International Scientific Conference ―Emerging Trends in Economics, Culture and Humanities (etECH2019)‖, Riga-Latvia. Mrs Elena Malkawi and Mrs Dora Konstantinou both members of the faculty, presented research papers with another 180 participants from 18 countries and gave lectures on their area of expertise.

- Dr Georgios Afxentiou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught business related subject.

- Mrs. Chryso Panayidou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught tourism and hospitality subjects.

- Visiting Professors from Alberta College in Riga, Latvia visited our College in May 2019 as part of the same staff mobility programme and taught information technology and business subjects.

- A Professor from Obuda University, Budapest, Hungary visited our College in November 2019.

- Visiting lecturers from the University of Murcia in Spain were scheduled to visit our College in the coming months but due to Covid 19 the visit will be rescheduled or replaced with online lectures.

We would also like to refer to the Erasmus+ Committee and its objectives and mention that the Committee is continuously seeking to collaborate with other Institutions in order to invite more visiting Professors from abroad and thus increase staff mobility.

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

Areas of Improvement

Comment of the Committee

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

Reply from the Institution

The comment has been noted and we would like to mention that in order to safeguard the professional development of the faculty, the College has taken the following steps:

1. **Has revised the incentives provided to staff for professional development as shown below:**

- Provides a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.
- Provides financial support to academic staff participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.
- Provides funds for academic and professional memberships/subscriptions
- Reduces the number of teaching hours (3-6) of Lecturers involved in research programmes, or when working on their PhD thesis.
- Provides long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.
- Faculty members are placed and paid according to the ranking scale of the institution.
- Promotes faculty members to a higher ranking based on their qualifications, teaching & research experience.
- Approves paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.
- Grants bonuses to academics for publishing quality articles in highly ranked academic journals
- Grants bonuses to academics who publish articles in professional journals.
- Encourages staff financially and technically to promote their research findings by using social media and other communication media to Businesses, Organisations and Communities.
- Invests in new technology (software and hardware), books and other resources to support staff in conducting research.
- Allocates budget for developing projects and research papers during and after working hours at the institution.

2. **Has drawn up a new procedure to safeguard the transparency and fairness of Faculty applications for funding as shown below:**

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Assessment of Faculty applications for funding

CTL Eurocollege and the Research Office promote the transparency and fairness towards the Faculty and other staff at the institution. Members of the staff must send a written application to the Head of Research if they are interested in:

- participating in research programmes.
- participating and/or teaching in seminars, workshops, professional meetings held locally, abroad or online.
- having professional membership / subscription.
- reducing the number of teaching hours in order to be involved in research programmes, or when working on their PhD thesis.
- requesting long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.
- requesting paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.
- requesting a bonus for publishing a quality article in a highly ranked academic journal or professional journal
- requesting support in any research related issue.

All the necessary information and documents to support the application are submitted to the Head of Research. The Head of Research requests the Research Committee to meet and discuss the applications.

The Committee examines all applications and supporting documents and decides on the approval of an application. If an application is not adequately supported by the documentation or information submitted, the applicant is requested to re-submit.

The decision of the Committee is based on the following:

Criteria for assessing Faculty members' applications for funding:

1. Theme of the conference, workshop or seminar

2. Place and duration of the event

3. Cost of the event

4. Number of publications of the applicant

5. Academic and professional interests of the applicant

6. Academic network involvement (projects, papers etc) of the applicant

7. Volunteer activities of the applicant

3. **Has opened channels of communication with UCY and CUT to increase the number of visiting professors and also to develop further in the area of research.**

4. **Keeps contact with other Institutions abroad through the Erasmus+ in order to invite more visiting professors from abroad and increase staff mobility.**

5. **Keeps contact with other Institutions abroad to develop cooperation.**

Comment of the Committee

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

Reply from the Institution

The comment has been noted and we would like to mention that our policy is to continuously enhance our collaboration with companies in the business world who offer career development opportunities to our students.

Till present, the College has been collaborating with the following companies:

Forex companies:
Windsor Broker and IQ Option Europe Ltd
Scope Markets

Law firms:
Costas Tsirides & Co LLC
Panikos A. Leonidou & Co Advocates & Legal Consultants
Andreas Savva & Partners LLC Advocates – Legal Consultants
Elias Neocleous & Co LLC)
Petros Yiannakos & Associates LLC

Hotels
Atlantica Hotels
Forest Park Hotel
Curium Palace Hotel
Sylva Hotel

Catering Industry
Pizza Hut
Burger King
Subway sandwiches
Corina snacks

Telecommunications
CYTA
Cablenet

IT companies
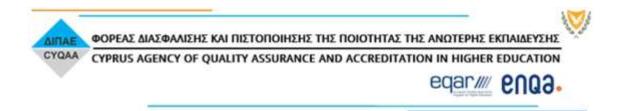PC Gear
Fularo Online media and Communication Services

Shipping Companies
Lavar Shipping Ltd

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

Comment of the Committee

The College applies a sound admission process with well-documented criteria. However, this could be tightened up if the program is to become more competitive in the future (e.g. higher apolyterion marks to enter into the programme etc.). The English language entry requirement of an IELTS score

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of 5.0 seems very low. From past experience, students with scores below IELTS 6.0 find it difficult to function properly on an English taught programme.

Reply from the Institution

The comment has been noted and we would like to mention that the College has revised the Entry Requirements procedure as shown below. The revised entry requirements must be approved by the Ministry of Education, Culture, Sports and Youth.

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Entry Requirements

The entry requirements are reviewed on a yearly basis by the Academic Committee.

On completion of the academic year the Academic Dean requests the Academic Committee to meet and review the entry requirements. Entry requirements are subject to change in order to safeguard the intake of good quality students.

a) Home and EU Student Candidates:

A High School Leaving Certificate (Apolyterion) from a six-form Secondary (3+3 years) School, or an equivalent qualification, with a minimum grade of 15/20 or 75/100

b) International Student Candidates:

A twelve-year schooling certificate with a satisfactory performance or an equivalent qualification, with a grade equivalent to the minimum University entry requirements in the Candidate's country of origin.

c) MBA Candidates:

In addition to the above: A Bachelor's Degree of at least 3 years duration, with a minimum GPA of 1,7 (C-)

The College accepts new applications up to seven (7) days prior to the beginning of classes in the new semester. When the deadline expires, all applications are passed to the Academic Office to decide if they are eligible for registration.

The Academic Dean requests the Academic Committee to meet to evaluate the applications according to the criteria shown below.

Applications received after the deadline are also evaluated according to the criteria shown below and the places that are available.

Evaluation Criteria for Diploma and Higher Diploma level programmes:

	%
1. Academic Performance	50
2. Other qualifications	10
3. Excellent behaviour	15
4. Belong to socially vulnerable groups	10

(they have serious health problem/s, are disabled,

have disabled parents, are orphans,

have parents with serious health conditions,

or come from single parent families)

5.	Socially active volunteers	5
6.	Athletes / Artists	10

Evaluation Criteria for Degree level programmes:

1.	Academic Performance	50
2.	Other qualifications	10
3.	Excellent behaviour	15
4.	Professional experience in the relevant field	5
5.	Belong to socially vulnerable groups	10

(they have serious health problem/s, are disabled,
have disabled parents, are orphans,
have parents with serious health conditions,
or come from single parent families)

6.	Socially active volunteers	5
7.	Athletes / Artists	5

Evaluation Criteria for postgraduate degree level programmes:

1.	Bachelor's Degree in the relevant field	10
2.	Academic Performance	50
3.	Other qualifications	5
4.	Professional experience in the relevant field	15
5.	Belong to socially vulnerable groups	10

(they have serious health problem/s, are disabled,
have disabled parents, are orphans,
have parents with serious health conditions,
or come from single parent families)

6.	Socially active volunteers	5
7.	Athletes / Artists	5

All applications are submitted with the required supporting documents.

Entry requirements and the evaluation criteria are published in the College prospectus, student information packs, on the website as well as in the admissions documents. Ctl Eurocollege offers equal opportunity for admission to Local, EU and International students.

Evidence of language abilities for Undergraduate Programmes

The language of instruction at Ctl Eurocollege is English.

Candidates who are **not** native speakers of English need to provide evidence of adequate command of this language, such as IELTS, TOEFL iBT and IGCSE certificates.

The following certificates are accepted by Ctl Eurocollege:

English:

1. TOEFL minimum score 46-59
2. IELTS minimum score 5.5
3. IGCSE minimum grade C
4. Other internationally recognized examinations equivalent to level B2 (CEFR).

Students who cannot provide the above evidence are required to pass the College English Language Test (CELT).

Students who do not achieve the required pass mark have to enrol in the Preparatory Programme provided they satisfy the other admission requirements.

Students who sit the CELT are classified according to the scores below:

0-24	Preparatory English Level I	A2
25-32	Preparatory English Level II	A2/B1
33-39	Preparatory English Level III	B1+/B2
40-50	direct admission to the Programme of study	B2/C1/C2

Evidence of language abilities for Postgraduate Programmes

The Language of instruction is English.

The following certificates are accepted by Ctl Eurocollege:

English:

1. TOEFL minimum score 60-78
2. IELTS minimum score 6
3. IGCSE minimum grade B
4. Other internationally recognized examinations equivalent to the above.

Students who cannot provide the above evidence are required to pass the College English Language Test (CELT).

Students who do not achieve the required pass mark have to enroll in the Preparatory Programme provided they satisfy the other admission requirements.

Students who sit the CELT are classified according to the scores below:

0-24	Preparatory English Level I	A2
25-32	Preparatory English Level II	A2/B1
33-39	Preparatory English Level III	B1+/B2
40-50	direct admission to the Programme of study	B2/C1/C2

Students with a background in any field other than business and with no knowledge of Management, Economics, Marketing, Accounting and Finance, must complete the following courses as part of the foundation year:

MGT 501   Management
MKT 502   Fundamentals of Marketing
ACF 503   Accounting & Finance
ECO 504   Economics

3. Teaching Staff
(ESG 1.5)

Areas of Improvement

Comment of the Committee

The college should invest in further resources that could help the faculty to conduct quality research. The acquisition of some databases (i.e., Bloomberg, WRDS, etc.) would enhance and intensify the research activities of the faculty.

Reply from the Institution

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

Additionally, CTL Eurocollege is in negotiations with the Consortium of Higher Education Institutions in Cyprus to gain access to library resources (Κοινοπραξία Κυπριακών Ακαδημαϊκών Βιβλιοθηκών (ΚΚΑΒ). The consortium offers databases for research and teaching purposes at lower prices. Faculty, staff and students of the member institutions have the opportunity to access a diversity of journals and e- books.

Databases

E-book Academic Subscription
This growing subscription package contains a large selection of multidisciplinary eBook titles representing a broad range of academic subject matter, and is a strong complement for any academic collection. The breadth of information available through this package ensures that users will have access to information relevant to their research needs. More than 94,400 titles are included in this package, and additional titles are added to the package each month, at no additional cost.
Subject coverage includes:
Arts, Business & Economics
Education, Language Arts & Discipline
Literary Criticism, Medical
Performing Arts, Philosophy
Poetry, Political Science
Religion, Social Science
Technology & Engineering, Other

EBSCO Open Dissertations

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

Subject Area: Multidisciplinary

Business Source Complete

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

Subject Area: Business & Economics

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

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

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

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

Computers & Applied Sciences Complete

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

Subject Area: Technology & Engineering

Content Includes:

Nearly 640 active full-text journals and magazines

More than 500 active full-text peer-reviewed journals

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

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

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Subject Coverage Includes:

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

Other academic fields

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

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

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

Titles include:

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

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

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

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

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

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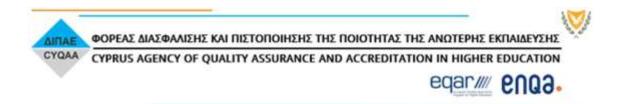
Content Includes:

More than 32,000 records

Coverage of European exploration and portrayals of Native American peoples

Subjects include:

British in America
Commerce
Discoveries
Dutch in America
French in America
Great Britain—Colonies
Jesuits (and other religious orders) in America
Pirates
Slave trade

GreenFILE

A Free Resource Covering the Human Impact on the Environment

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

Extensive Multidisciplinary Coverage

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

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

Subjects Include:
Global climate change
Green building
Pollution
Sustainable agriculture
Renewable energy
Recycling

Library, Information Science & Technology Abstracts (Ebsco)

A Free Resource Covering Library and Information Science

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

Hundreds of Indexed Journals

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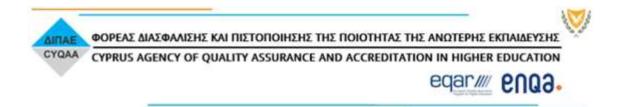
Quality Author Information

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

Subjects Include:

Bibliometrics
Cataloging
Classification
Information management
Librarianship
Online information retrieval

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

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

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

Comment of the Committee

Moreover, the college should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the college but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

Reply from the Institution

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

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

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

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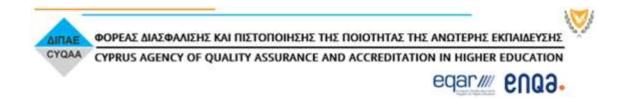
ACADEMIC JOURNALS

Published papers

1. Antoniades G, Briede D, Kontina M, Milevica I, Stige-Skuskovnika V. (2020). Influencers' Engagement In   A Brand Communication: Latvia And Cyprus Cases, *Journal of Economics and Culture* pp. 54-61 Volume 17: Issue 1 ISSN: 2256-0173.

   https://content.sciendo.com/view/journals/jec/17/1/article-p53.xml?language=en&fbclid=IwAR3des3EI_-I9OhSpr7chyh6Ao_J52EBbJI-mViJVjc_eGB5JTQxzwwBlxo

2. Afxentiou G. (2019). Restructured organizational design: The secret sauce in a food manufacturer's recipe for growth. *Global Business and Organizational Excellence*. 38(5), p.27–32. https://doi.org/10.1002/joe.21948.

3. Afxentiou G. (2018). *The effect of structural design on export strategy in the wine industry of Cyprus*. DBA thesis, University of Gloucestershire. Gloucestershire, UK.

Conference proceedings of abstracts and papers

1. Title: "Factors Affecting Leisure Time of Women with Underage Children".

   Author: George Antoniades

   Conference: FIKUSZ 2020 XV. Symposium for Young Researchers Budapest November 2020.

2. Title: Digital learning Environment in Higher Education: New Global Issues"

   Authors: by Dr. Elena Malkawi (CTL Eurocollege) and Dr Marina Khayrullina (Novosibirsk State Technical University)

   Conference: 20th International Scientific conference "Globalization and its Socio-Economic Consequences".

   Accepted for Presentation and Publication at conference proceedings 21 - 22 October 2020.

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

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

   Urmanaviciene A., Sáha P.

    Journal: XV edition of IFKAD

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

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

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

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

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

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

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

   ISBN: 2547-8516

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

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

   Journal: EKA University of Applied Sciences Journal, April 2019

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

   Accepted for Presentation and Publication at the Conference Proceedings of the

International Scientific Conference (etECH2019)

ISBN: 978-9984-24-222-4

6. Title: The Impact of Stress Management on Leadership Effectiveness in the Hotel

    Industry of Cyprus.

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

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

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

    Limassol, CYPRUS

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

PROFESSIONAL JOURNALS

- Afxentiou, G(2020). Cyprus SMEs still lag on innovation, October 2020 Cyprus Mail newspaper. [Online]. Available at: https://cyprus-mail.com/2020/10/07/cyprus-smes-still-lag-on-innovation/

- Michael, N(2020).The impact of creating an HR Digital Workplace: What does it mean for the HR Professionals   *ΑΝΘΡΩΠΟΣ & ΕΡΓΑΣΙΑ 1450 - 2895*
  July 2020 CyHRMA (Cyprus Human Resource Management Association) http://www.cyhrma.org/

- Siamarou, A (2020). Compacting Covid-19 with 5G telemedicine.*Cyprus mail newspaper,* [Online]. Available at: https://cyprus-mail.com/2020/06/06/compacting-covid-19-with-5g-telemedicine/

- Sourouppis, L (2020). All – Inclusive: Added value for the Cyprus Tourism Industry. *Cyprus mail newspaper,* [Online]. Available at: https://cyprus-mail.com/2020/03/08/all-inclusive-adding-value-to-our-tourism/

- Malkawi, E. (2019). Digital Economy in Cyprus has a long way to go. *Cyprus mail newspaper,* [Online]. Available at: https://cyprus-mail.com/…/digital-economy-in-cyprus-has-a-…/

- Antoniades, G. (2019). Οι νέοι αρνούνται το Facebook. *Eurokerdos business magazine,* [Online]. Available at: http://www.eurokerdos.com/oi-neoi-arnoyntai-to-facebook/ [Accessed: 6 April 2019].

- Panayidou, C. (2019). Αειφόρος ανάπτυξη και Τουρισμός. *Τουριστικά και Πολιτιστικά,* [Online]. Available at: https://www.cyprushighlights.com [Accessed: 10 March 2019].

- Antoniades, G. (2019). Does Brexit have a positive effect on Cyprus? *Eurokerdos business magazine,* [Online]. Available at: http://www.eurokerdos.com/does-brexit-have-a-p/ [Accessed: 7 February 2019].

- Malkawi, E. (2019). Special cases of Cyprus economy. *The Cyprus Russian Business,* [Online]. Available at: http://cyprusrussianbusiness.com/index.php/articles/4521-cyprus-economy [Accessed: 28 January 2019].

- Afxentiou, G. (2017). The Creativity of Executive Management Supports the Development of Entrepreneurship, *Cyprus Press and Information Office* [Online]. Available at: https://www.pio.gov.cy/en/ [Accessed: 20 July 2017].

CONFERENCES

- 1st ASEM Lifelong Learning Hub Virtual Forum   13-15 October 2020
  "Future Directions in Lifelong Learning: creating a vision for Lifelong Learning Research, Policy & Practice in Asia & Europe"

- SHIINE COST ACTION 18236   Novi Sad, SERBIA   January 15-17, 2020

  Multi-disciplinary Innovation for Social Change

- 1st Doctoral Colloquium 2019   Nicosia   December 7, 2019

- 15th ASEF Classroom Network   Tokyo-Japan   November 25-29, 2019
  Conference
  Education for Sustainable Development and Artificial Intelligence:
  The Role and Readiness of Teachers.

- SNJ (Service National de la Jeunesse)   Luxemburg, LUXEMBURG   November 4-9, 2019
  Makerspaces in Digital Youthwork

- Colloquium/ Symposium,   Berlin, GERMANY   October 24-25, 2019
  1st Doctoral students Campus Macromedia University

- ENRESSH. COST ACTION 15137   Valencia, SPAIN   September 17-18, 2019
  Network for Research Evaluation in the Social Sciences and the Humanities

- EuroMed Academy of Business   Thessaloniki, GREECE   September 18-20, 2019
  The Twelfth Annual EuroMed Academy of Business (EMAB) Conference, Business
  Management Theories and Practices in a Dynamic Competitive Environment

- Ekonomikas un kulturas augstskola (EKA)   Riga, LATVIA   April 24-26, 2019
  International Scientific Conference (etECH2019), Emerging Trends in Economics, Culture
  and Humanities

- Cyprus Institute of Marketing (CIM)   Limassol, CYPRUS   April 5, 2019
  Second Annual Conference of the Cyprus Centre for Business Research, Re-Inventing
  Tourism

- ENRESSH. COST ACTION 15137   Podgorica, MONTENEGRO   March 7-8, 2019
  European Network for Research Evaluation in the Social Sciences and the Humanities

- Academy of Management (AOM)   Tel Aviv, ISRAEL   December 17-19, 2018
  From Start-up to Scale-up Strategies: Coping in a Volatile Business Environment

- ENRESSH. COST ACTION 15137   Ljubljana, SLOVENIA   July 10-11, 2018

European Network for Research Evaluation in the Social Sciences and the Humanities

- ENRESSH. COST ACTION 15137   Lisbon, PORTUGAL   March 3-4, 2018
  European Network for Research Evaluation in the Social Sciences and the Humanities

- ENRESSH. COST ACTION 15137   Zagreb, CROATIA   February 5-9, 2018
  Training School and Think Tank
  European Network for Research Evaluation in the Social Sciences and the Humanities

- ENRESSH. COST ACTION 15137   Sofia, BULGARIA   March 7-8, 2017
  European Network for Research Evaluation in the Social Sciences and the Humanities

Comment of the Committee

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

Reply from the Institution

The comment has been noted. Please see below the revised procedure **Career Development and Progress Hrd_InP_08:**

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

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

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

Evaluation of faculty for the ranking

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

and master final projects). The college administration takes a decision on the advancement and benefits of the prospective faculty member based on the Committee report.

Code Scale	Scale Description	Scale Point	Annual Gross Rate €	Annual Gross Range €	Qualifications/Experience	Publications Articles /Researches
101	**Professor**	1	37,200	37,200-38,400	Holder of **PhD**, plus **11 years** teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	38,400		11 + years TE	
102	**Associate Professor**	1	28,800	28,800-34,800	Holder of **PhD**, plus **7 years** teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	33,600		8-9 years TE	
		3	34,800		10-11 years TE	
103	**Assistant Professor**	1	24,000	24,000-26,400	Holder of **PhD**, plus **3 years** teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	25,200		4-5 years TE	
		3	26,400		6-7 years TE	
Pay Code Scale	**Pay Scale Description**	**Scale Point**	**Annual Gross Rate €**	**Annual Gross Range €**	**Qualifications/Experience**	**Publications Articles /Researches**
104	**Senior Lecturer**	1	16,800	16,800-21,600	Holder of **PhD** with no teaching experience	NA
		2	18,000		3-5 years TE	NA
		3	19,200		6-8 year TE	NA
		4	20,400		9-11 year TE	NA
		5	21,600		11+ years TE	NA
105	**Lecturer 1**	1	14,400	14,000-19,200	Holder of **MA** with no teaching experience	NA
		2	15,600		3-5 years TE	NA

		3	16,800		6-8 years TE	NA
		4	18,000		9-11 years TE	NA
		5	19, 200		11+ years TE	NA
106	**Lecturer 2**	1	12,000	12,000-16,800	Holder of **BA** no teaching experience	NA
		2	13,200		3-5 years TE	NA
		3	14,400		6-8 years TE	NA
		4	15,600		9-11 years TE	NA
		5	16,800		11+ years TE	NA

Professor

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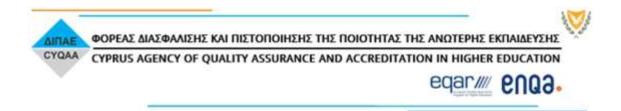
Minimum requirements:

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

Associate Professor

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

Minimum requirements:

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

•   Contribution to the profession and service to the community.

Assistant Professor

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

Minimum requirements:

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

Senior Lecturer

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

Minimum requirements:

•   A Doctorate
•   Potential teaching in higher education

Lecturer 1

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

Lecturer 2

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

4. Students
(ESG 1.4, 1.6, 1.7)

Areas of Improvement

Comment of the Committee

In our interview with the students we asked for the reasons why the CTL Eurocollege is an institution where students would like to study. The responds that we got were that students find the program to be cheaper than other comparable programs offered by Cypriot Universities and colleges. We also asked open questions about their experiences and what they would improve (we assume from our own experience that there are always things to improve). The answers were not directly given but rather, we had to actively help them to say something, which was of the kind of "everything is perfect" or "nothing is to be improved". We believe that these answers likely flag up areas of concern however, they consist of issues that the college should work on for its internal evaluation process.

Reply from the Institution

The comment has been noted and we would like to express our satisfaction that our students who participated in the accreditation procedure are satisfied and do not have any negative issues with the College.

However, there is always room for improvement in every aspect and in all areas. As an educational institution, it is our duty to continuously upgrade and improve our services to the benefit and the welfare of our student community. The college is continuously upgrading and trying to improve by getting feedback through the QA procedures that have been set, by taking into consideration suggestions and by following guidelines that are provided to us.

We would like to mention that in our efforts to have a channel of communication with our students:

1. **We send a welcoming mail to all our students at the beginning of each semester as shown below:**
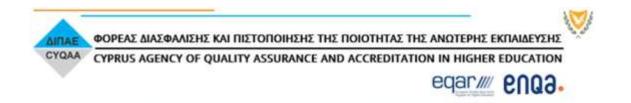
Dear Students,

On behalf of the Administration of the College I would like to welcome you and wish all the best for the new academic year.

I would like to inform you that Career counseling is provided by Mrs Anastasia Voniati a licensed Professional Student/Career Counselor. You can arrange an appointment at anastasiavoniati@ctleuro.ac.cy or at 25 736501.

Student counseling on personal matters is available and is provided by a licensed clinical psychologist. Appointments can be arranged during the week (09.00-18.00) by sending an email to the following address: counseling@ctleuro.ac.cy or at 25 736501.

You can contact the relevant departments if you need any assistance regarding your studies.

You can contact your Lecturers during their Office hours if you need any assistance regarding your courses.

And finally you can contact me personally or through my mail account at mariannak@ctleuro.ac.cy   or through the Suggestion / Complaint box if you have any suggestions or complaints regarding the College. Suggestions / Complaints can be made anonymously.

You can also visit our website at www.ctleuro.ac.cy,

like us on facebook https://www.facebook.com/ctleuro/

 follow us on instagram https://www.instagram.com/ctl_eurocollege_cy/

and subscribe to our channel on youtube

 https://www.youtube.com/channel/UCm8Tr-IdKgg2DrhzVP08Gzw to keep up with our news and events.

2. **We include students as members in all Committees.**

3. **Students can participate in the election procedure for the Students' Union Committee.**

4. **We follow the procedure "Lecturer and Course Evaluation by students" Aca_FEP_01_012.**

Students are requested to complete anonymously the evaluation prior to the completion of classes of each semester. The evaluation is completed with an online survey development tool and is sent to students by e-mail one month prior the completion of classes.

The lecturers must ensure that the evaluations are completed in class during this period. The lecturer should leave the classroom when the survey takes place, so as to allow the evaluation process to run smoothly and in a non-biased way.

5. **We follow the procedure "Student Satisfaction Survey" Qua_InP_06**

The primary goal of the College is to maintain and improve high standards to ensure student satisfaction. The QA Officer conducts an anonymous survey among students at the end of each academic year. The survey is conducted through an online survey development tool.

6. **We provide a Suggestion / Complaint Box Qua_InP_03**

A suggestion / complaint box has been placed in the cafeteria for students to leave suggestions or complaints about College. All suggestions and complaints are welcome because they contribute to the upgrading of the Institution and its Programmes of studies. Suggestions/complaints can be made anonymously. Students and staff can also contact the QA Officer at mariannak@ctleuro.ac.cy.

Resources

(ESG 1.6)

Areas of Improvement

Comment of the Committee

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

Reply from the Institution

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

Qua_InP_05

Quality Assurance As Regards Learning and Student Resources

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

At the meeting, the participants:

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

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

Comment of the Committee

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

Reply from the Institution

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

Aca_OIP_25

Emergency COVID 19 measures

Διαδικτυακά μαθήματα

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

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

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

Ενδιάμεσες και τελικές εξετάσεις

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

1. Το γραπτό ανεβαίνει στην πλατφόρμα ELMS από Ακαδημαϊκό Λειτουργό μία (1) μέρα προηγουμένως και ενεργοποιείται αυτόματα την ώρα έναρξης της εξέτασης ώστε να είναι προσβάσιμο από τους φοιτητές.

2. Οι φοιτητές σε κάθε σελίδα γράφουν μόνο τον αριθμό εγγραφής τους (χωρίς όνομα, χωρίς υπογραφή), για λόγους προστασίας προσωπικών δεδομένων..

3. Η υποβολή των γραπτών γίνεται στην πλατφόρμα στο χώρο ΕΡΓΑΣΙΕΣ (Δίπλα από το Υλικό).

4. Λόγω του ότι για κάθε εργασία μπορούν να ανέβουν μόνο 3 αρχεία δηλαδή 3 σελίδες στη δική μας περίπτωση. Για κάθε εξέταση υπάρχουν 3 sections, έτσι συνολικά οι φοιτητές μπορούν να ανεβάσουν μέχρι και 9 σελίδες. Εάν για παράδειγμα ένας φοιτητής υποβάλει 5 σελίδες τότε οι πρώτες 3 θα υποβληθούν στο PART A και οι άλλες 2 στο Part B. Οδηγίες στέλνονται στους φοιτητές αλλά δίνονται και προφορικά οδηγίες κατά την έναρξη της εξέτασης.

5. Δεν χρειάζεται επιβεβαίωση παραλαβής από τον καθηγητή.

6. Στη συνέχεια γίνεται αυτόματη απενεργοποίηση του συνδέσμου στον οποίο θα υποβάλλονται τα γραπτά, μετά το πέρας του προκαθορισμένου χρόνου της εξέτασης (συμπεριλαμβανομένου και του επιπλέον χρόνου για υποβολή +15 λεπτά).

7. Για δυσκολίες που αφορούν την ανάγνωση γραπτών χρησιμοποιούνται όλα τα τεχνολογικά μέσα που διατίθενται (π.χ zoom in ή light).

Διαδικασία Εξέτασης:

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

I. Βιντεογράφηση της εξέτασης (Αυτόματα με την έναρξη της τηλεδιάσκεψης). Ενημερώνονται προφορικά οι φοιτητές ότι η εξέταση απαιτείται να βιντεογραφηθεί με βάση οδηγίες του Φορέα ΔΙΠΑΕ για τη διασφάλιση του αδιάβλητου των εξετάσεων. Τα δεδομένα αποθηκεύονται σε ασφαλή Βάση Δεδομένων και είναι προσβάσιμα μόνο από εξουσιοδοτημένα άτομα. Οι φοιτητές ενημερώνονται εκ των προτέρων με μήνυμα.

II. Ταυτοποίηση (Ενεργοποίηση κάμερας και ταυτοποίηση των συμμετεχόντων). Μετά την ενσωμάτωση της εφαρμογής ZOOM στη δική μας ELMS πλατφόρμα και κατ' επέκταση με την βάση δεδομένων των εγγεγραμμένων φοιτητών, η σύνδεση σε μάθημα/εξέταση μπορεί να γίνει μόνο από εγγεγραμμένους φοιτητές στο μάθημα. Παρόλα αυτά η μέθοδος της ταυτοπροσωπίας ακολουθείται για τη διασφάλιση του αδιάβλητου των εξετάσεων.

III. **Η κάμερα και τα μικρόφωνα των φοιτητών πρέπει να είναι ανοικτά καθ' όλη τη διάρκεια της εξέτασης.**

IV. Οι φοιτητές εισέρχονται στην τηλεδιάσκεψη και το πλήρες όνομα αλλά και ο αριθμός εγγραφής τους εμφανίζεται αυτόματα στη λίστα των συμμετεχόντων Οι φοιτητές γράφουν τη λέξη "present" στην περιοχή του chat area έτσι ώστε μόλις τερματιστεί η τηλεδιάσκεψη το chat area αποθηκεύεται αυτόματα και καταγράφονται οι παρουσίες.

V. Φοιτητές μπορούν να εισέλθουν στην εξέταση με μέγιστη καθυστέρηση 45 λεπτά. Μετά το πέρας του προβλεπόμενου χρόνου δεν δίνεται άδεια εισόδου (Admit)

VI. Όλα τα μαθήματα πρέπει να βιντεογραφούνται (οδηγία του Φορέα ΔΙΠΑΕ)

VII. Καθ' όλη τη διάρκεια της εξέτασης καταγράφονται οι παρατηρήσεις που αφορούν παράξενες συμπεριφορές, εάν προκύψουν (π.χ: καθυστερημένη είσοδος στο σύστημα: Ο φοιτητής XYZ παρουσιάστηκε στις 10 πμ ενώ η εξέταση άρχιζε στις 9:00, π.χ: Η φοιτήτρια ΑΒΓ έσβησε την κάμερα της). Η αναφορά διεξαγωγής εξετάσεων πρέπει να παραδοθεί (εάν υπάρχει) μαζί με τα γραπτά και την αναφορά με τις βαθμολογίες (excel file of students' grades) ηλεκτρονικά.

VIII.   Δίνονται σαφής οδηγίες στους φοιτητές και δεν υπάρχει καμία ελαστικότητα σε περιστατικά ανυπακοής, εκτός και εάν υπάρχει αδιαμφισβήτητο αποδεικτικό στοιχείο το οποίο θα πρέπει να αποστείλει ο φοιτητής στο επιτηρητή και ο επιτηρητής με τη σειρά του να το υποβάλει για να εξεταστεί από το Disciplinary Committee.

IX.   Μετά το πέρας των εξετάσεων κατεβάζονται τα αρχεία που υποβλήθηκαν από τον κάθε φοιτητή για διόρθωση.

X.   Διατηρείται ηλεκτρονικό αρχείο με όλες τις φωτογραφίες του κάθε γραπτού και υποβάλλονται όπως και οι ενδιάμεσες εξετάσεις στο Ακαδημαϊκό τμήμα μαζί με την αναφορά των βαθμολογιών (excel αρχείο). Μην προβείτε σε ηλεκτρονική βαθμολόγηση πάνω στις φωτογραφίες, θέλουμε να διατηρήσουμε τις αυθεντικές εικόνες.

XI.   Αφού ολοκληρωθεί η διαδικασία από πλευράς των καθηγητών, παραδίνονται όλα τα αρχεία που αφορούν τις Τελικές εξετάσεις (βίντεο, ηλεκτρονικά γραπτά, αναφορά με βαθμολογίες και αναφορά διεξαγωγής εξετάσεων) και συμπληρώνονται στην πλατφόρμα ELMS όλες οι βαθμολογίες. Ενημερώνονται οι ακαδημαϊκοί λειτουργοί άμεσα, έτσι ώστε να διαγράφονται από την πλατφόρμα τα αρχεία που υποβλήθηκαν από τους φοιτητές λόγο προστασίας προσωπικών δεδομένων.

XII.   Αφού επιβεβαιωθεί η παραλαβή των αρχείων από Ακαδημαϊκή Λειτουργό ο καθηγητής καταστρέφει όλα τα αρχεία που έχει στην κατοχή του, όπως έχει δεσμευτεί με βάση τη δήλωση που υπογράφτηκε για προστασία προσωπικών δεδομένων.

Comment of the Committee

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

Reply from the Institution

The comment has been noted and we would like to refer to the answer given in **Section 3 – Teaching Staff – Areas of Improvement in pages 16 – 20.**

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

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

Additionally, CTL Eurocollege is in negotiations with the Consortium of Higher Education Institutions in Cyprus to gain access to library resources (Κοινοπραξία Κυπριακών Ακαδημαϊκών Βιβλιοθηκών (ΚΚΑΒ). The consortium offers databases for research and teaching purposes at lower prices. Faculty, staff and students of the member institutions have the opportunity to access a diversity of journals and e- books.

5. Additional for distance learning programmes
   (ALL ESG)

N/A

6. Additional for doctoral programmes
(ALL ESG)

N/A

7. Additional for joint programmes
   (ALL ESG)

N/A

![ΔΙΠΑΕ CYQAA logo] ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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B. Conclusions and final remarks

Comment of the Committee

Some issues that the College should seriously take into account concern the content of some of the new courses offered.

Reply from the Institution

The comment has been taken into account and the College has taken action to rectify this. Please refer to the answer given in **Section 1 – Study programme and study programme's design and development – Areas of Improvement in page 4.** Please also refer to **Annex 1 Revised Structure of the Programme** and **Annex 3 Revised and New Syllabi.**

Comment of the Committee

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

Reply from the Institution

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

We would like to mention, however, that as there are so many legal restrictions regarding the Industrial placement of international students, the internship is offered in specific programmes of study (mostly in the Hospitality field) where more internship opportunities are provided.
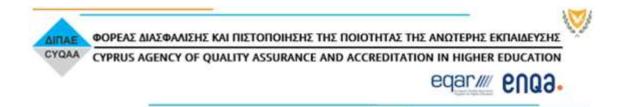
Swa_InP_04

Industrial Placement

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

The Industrial Placement fulfills the following purposes:

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

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

The Industrial Placement lasts for 12 weeks.

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

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

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

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

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

Furthermore students must submit a report of 1500-2000 words as feedback of their experiences during industrial training, which discusses the tasks assigned for implementation, job satisfaction and the practical skills gained throughout that period. The submission of the report is mandatory and students should follow the Gibbs' Reflective Cycle as presented in the Industrial Placement logbook.

The Industrial Training grade is made up of:
Employer's evaluation (Log Book)   50%
Supervisor's evaluation   25%
Students Reflective Essay   25%

Comment of the Committee

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

Reply from the Institution

The comment of the Committee has been taken into account, we have revised the incentives provided to staff in order to engage more in research activities as stated in **Section 2 Teaching, learning and student assessment in page 9.**

Additionally, please see the recent activities of our newly established Research Office which has been operating since 2017. Please refer to **Section 3 Teaching Staff in pages 20 – 24**.

The Administration of Ctl Eurocollege would like to express its gratitude to The Cyprus Agency of Quality Assurance and Accreditation in Higher Education as well as to the External Evaluation Committee for the positive and constructive comments made in the external evaluation report regarding the programme of study "Business Administration" 4 years, Bachelor of Arts, plus an optional foundation year. After taking into account the comments and suggestions of the External Evaluation Committee, the Internal Quality Assurance Committee of the Institution has taken the necessary measures outlined in this document.

C. Higher Education Institution academic representatives

Name	Position	Signature
Andreas Papathomas	Executive Director	
Lakis Papathomas	Administration and Finance Director	
Dora Konstantinou	Academic Dean	
Dr Elena Malkawi	Programme Coordinator	
Marianna Papathoma	QA Officer	

Date: 15/12/2020