

Doc. 300.1.2

Date 20/5/2024

## Higher Education Institution's Response

- Higher Education Institution:  
CTL EUROCOLLEGE

- Town: LIMASSOL

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

**In Greek:**

Ψηφιακό Μάρκετινγκ (2 έτη/120 ECTS/Δίπλωμα)

**In English:**

Digital Marketing (2 years/ 120 ECTS/ Diploma)

- Language(s) of instruction: English
- Programme's status: New
- Concentrations (if any):

**In Greek:** Concentrations

**In English:** Concentrations



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

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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
For effective management of the programme, CTL Eurocollege should continue to collect, monitor and analyse information such as: KPIs, student progression, success and drop-out rates, student satisfaction etc.	<p>In order to maintain effective management and ensure quality we follow the procedures:</p> <ul style="list-style-type: none"> <li>• Quality Assurance Handbook</li> <li>• Quality Assurance Committee</li> <li>• Annual Programme Review</li> <li>• Faculty Evaluation</li> <li>• Lecturer Evaluation by the Dean</li> <li>• Mid-term Student Feedback</li> <li>• Lecturer and Course Evaluation by students</li> <li>• Student Satisfaction Survey</li> <li>• Suggestion / Complaint Box</li> <li>• Quality procedure for Faculty Members</li> <li>• Faculty Pedagogical Training</li> </ul> <p><b>Actions taken:</b> Revised the procedure Annual Programme Review to include the drop-out rates.</p> <p><b>Please refer to Annex 1 Procedures:</b></p> <ul style="list-style-type: none"> <li>• Qua_InP_02</li> <li>• Qua_InP_01</li> <li>• Aca_OIP_22</li> <li>• Aca_OIP_20_000</li> <li>• Aca_OIP_20</li> <li>• Aca_OIP_30</li> <li>• Aca_FEP_01_012</li> <li>• Qua_InP_06</li> <li>• Qua_InP_03</li> <li>• Aca_OIP_28</li> <li>• Aca_OIP_36</li> </ul>	Choose level of compliance:
CTL Eurocollege should periodically review the programme so that its learning objectives and outcomes remain relevant.	<p><b>Actions taken:</b></p> <p>We have revised the procedure "Course Syllabus" to include the following:</p>	Choose level of compliance:

	<p><i>“The Lecturer is responsible for reviewing the purpose, learning outcomes, content and bibliography and suggests amendments aligned with current academic/industry trends. The Academic Committee, the Programme Coordinator and the QA Officer examine the suggestions, provide approval and refine the learning objectives of the programme if necessary”.</i></p> <p>In addition to the above, we follow the procedures:</p> <ul style="list-style-type: none"> <li>• Annual Programme Review</li> <li>• Application for Accreditation to CYQAA</li> </ul> <p><b>Please refer to Annex 1 Procedures:</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_22</li> <li>• Qua_InP_08</li> <li>• Aca_OIP_18</li> </ul>	
<p>An overarching mapping report that demonstrates how each course unit feeds into the intended learning outcomes (ILOs) of the programme, is a requirement. The EEC recommends the teaching team of the programme to collectively consider how each unit supports the ILOs and prepare this report / map.</p>	<p>The refined learning outcomes after applying the mapping procedure (training was provided by CYQAA) were presented by the Programme Coordinator during the accreditation process and a printed form was provided to the members of the EEC.</p> <p><b>Actions taken:</b></p> <p>We have revised the learning outcomes and we have re-designed the mapping of the programme taking into consideration the suggestions of the EEC.</p> <p><b>Please refer to Annex 1 Procedures:</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_19</li> </ul> <p><b>Please refer to Annex 2 Revised Learning Outcomes and Mapping.</b></p>	<p>Choose level of compliance:</p>

<p>CTL Eurocollege and the head of programme need to review the programme and consider the market they cater for; it is important to incorporate course units (electives or core) that reflect the digital marketing environment they operate in. At the moment there are a number of courses (Introduction to Business, Business Ethics, Business Statistics, Business Communications etc.) that do not reflect the specialised nature of the Diploma in Digital Marketing.</p>	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. Replaced the “Introduction to Business” MGT 111 with the new course “Copywriting Essentials” MKT 229.</li> <li>2. Replaced the “Business Ethics” BUS 222 with the new course “E-Commerce” MKT 228.</li> <li>3. Replaced the “Business Statistics” STA 101 with the new course “Photo &amp; Video Editing” MKT 230.</li> </ol> <p>We strongly believe that the “Business Communications” BUS 102 course should remain in the structure of the programme because:</p> <ol style="list-style-type: none"> <li>1. It enhances the language abilities of students.</li> <li>2. Communication is an essential aspect in all areas especially in marketing.</li> <li>3. Provides knowledge on all forms of communication.</li> <li>4. Communication is important in a workplace and reinforces the development of individuals, and organizations.</li> </ol> <p><b>Please refer to Annex 3 Syllabi.</b></p> <p><b>Please refer to Annex 5 Structure of the programme.</b></p>	<p>Choose level of compliance:</p>
<p>At the moment, new technologies, such as AI, are not incorporated into the curriculum, despite students' familiarity and industry demand. EEC encourages the adoption of</p>	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. Included in the syllabus of “Writing Skills” ENG 104 a chapter regarding the</li> </ol>	<p>Choose level of compliance:</p>

emerging technologies to enhance student learning and relevance.	<p>prober use of AI for writing skills.</p> <p>2. Included in the syllabus of “Business Communications” BUS 102 a chapter regarding the prober use of AI in all forms of communication.</p> <p><b>Please refer to Annex 3 Syllabi.</b></p>	
A critical weakness of the programme is the limited number of staff delivering the modules. Almost 60% of the programme’s modules are delivered by only two members of staff (one of whom is part time). This creates confusion among students, diminishes the specialised character of the programme and creates uneven workload among members of staff.	<p><b>Actions taken:</b></p> <p>1. We have additionally employed one Professional from the industry.</p> <p><b>Please refer to Annex 4 Allocation of courses – Contract of employment.</b></p>	
The curriculum lacks integration with industry practices, limiting students' exposure to real-world scenarios. Partnerships with industry professionals and organizations could enhance the relevance of course content.	<ul style="list-style-type: none"> <li>• We maintain links and strategic partners from various fields of the industry and we continuously develop our links and collaborations.</li> <li>• The programme includes industrial placement.</li> <li>• The syllabus of the Final project requires to apply knowledge gained throughout the programme of study to real-life Digital Marketing situation/case from the local or international business environment.</li> </ul> <p><b>Actions taken:</b></p> <p>We have included into the following syllabi the study of real case scenarios:</p> <ul style="list-style-type: none"> <li>• Digital Consumer Behaviour</li> </ul>	

	<ul style="list-style-type: none"> <li>Digital Marketing Strategy</li> <li>Digital Marketing</li> </ul> <p><b>Please refer to Annex 6 Business Links.</b></p> <p><b>Please refer to Annex 3 Syllabi.</b></p> <p><b>Please refer to Annex 5 Structure of the programme.</b></p>	
<p>A more practical approach should also be incorporated in the actual delivery of the modules. CTL Eurocollege could invite guest lecturers from industry as part of the delivery of modules, to provide this practical approach.</p>	<p>Our policy is to promote these activities as we strongly believe that it is beneficial for our students and our Institution.</p> <p>Over the years, we have been hosting Professors/Lecturers and Professionals from the industry.</p> <p>The following teaching methodology is included in the syllabi:</p> <p><i>“Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen”.</i></p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>We have revised the procedure <b>“Visiting Professors / Lecturers to emphasize on Professionals from the Industry.</b></li> <li>We have revised the Lecturers Handbook to encourage further our Faculty to invite Guest Lecturers.</li> </ol> <p><b>Please refer to Annex 7 List of Guest Professors / Lecturers.</b></p>	



	<b>Please refer to Annex 8 Lecturers Handbook page 10.</b>	
Absence of online attendance options disadvantages international students and those facing special circumstances. The College should consider implementing online alternatives to ensure accessibility and flexibility for all students.	<p>Even though we agree with the suggestion of the EEC, this programme is registered as conventional therefore online alternative options cannot be provided according to the regulations of CYQAA and the Ministry of Education, Sports and Youth.</p> <p>Upon approval of this programme the College may consider applying for an E-learning programme to CYQAA.</p>	
Placement opportunities are encouraged to make the programme more practical.	<p>We maintain links and strategic partners from various fields of the industry and we continuously develop our links and collaborations.</p> <p>The programme includes Industrial placement.</p> <p><b>Please refer to Annex 5 Structure of the programme.</b></p> <p><b>Please refer to Annex 6 Business Links</b></p>	
The different assessments used, and content needs to correspond to the level of the programme and the number of ECTS, and the School needs to clearly demonstrate how they cater for the intended learning outcomes of each course unit.	<p>The assessment method applied is:</p> <p>Final Examination 50% Midterm Examinations 35%, Assignments, Projects, Presentations 10% Participation, Attendance 5%.</p> <p>The type of assignment(s), projects, presentations selected for each course is in line with the learning objectives of the course as well as a SCL framework.</p> <p>New course syllabi are issued during the preparation of new programmes</p>	

	<p>of study. Full time and part time Lecturers are requested to issue new syllabi according to their field of specialization on completion of the design of a new programme.</p> <p>An existing course syllabus is reviewed by the Lecturer on completion of the planning for the new semester.</p> <p>Bloom's Taxonomy Action Verbs are used when writing or revising the learning outcomes, purpose and content of a syllabus.</p> <p>According to Blooms taxonomy:</p> <p>For Diploma level programmes the content of the syllabi must be aligned with the cognitive levels of remembering, understanding, and applying (verbs from the columns 1,2,3 of the Bloom's Taxonomy).</p> <p>For Degree level programmes the content of the syllabi must be aligned with the cognitive levels of analysing, evaluating, creating (verbs from columns 4,5,6 of the Bloom's Taxonomy).</p> <p><b>Actions taken:</b></p> <p>We have reviewed all syllabi to verify their compliance with Bloom's Taxonomy.</p> <p>Minor amendments were applied to the following syllabi:</p> <ul style="list-style-type: none"> <li>• Social Media Fundamentals</li> <li>• Fundamentals of Marketing</li> <li>• Integrated Marketing Communications</li> <li>• Digital Marketing Analytics</li> </ul>	
CTL Eurocollege could consider formally appointing external advisors, both academic	<b>Application for Accreditation to CYQAA</b> (all programmes are subject to accreditation every 5 years).	

<p>(international) and practitioners (from the local market). Such advisors could inform future curriculum reviews and provide insights as to the skills that students need for a successful future career in Digital Marketing.</p>	<p>The QA Officer invites the QA Committee, the Academic Committee, the Programme Coordinator, the Head of the Field, the Librarian and Lecturers from the relevant field (full-time or part-time) to discuss, review, and update the structure of the programme, its aim as well as the learning outcomes.</p> <p>External Academic Advisors and Professionals are invited to participate in the meeting. The Committees together with the external Advisors review the quality, validity and sustainability of the Programmes.</p>	
--	--	--

## 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
Formative assessment of the majority of courses is based on submitted assignments - no personalised feedback is provided during the course (unless specifically requested by a student).	<p>Personal feedback is provided during the Office hours of the Lectures as stated on the course outline provided to students at the beginning of the semester.</p> <p>Individual written feedback is provided through assignments and midterm examinations that take place during the semester.</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have revised the procedure “Regulations for assignments” to include timely feedback to students.</li> <li>2. We have revised the “Course Outline” procedure to emphasize on the personal feedback.</li> </ol> <p><b>“Office Hours:</b> <i>Students are encouraged and advised to visit their lecturer regularly during office hours for feedback regarding their performance as well as to discuss issues that they believe are important for them and their success. Students should also inform their lecturers of any unexpected problems/situations that may interrupt or interfere with their studies”.</i></p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_17_001</li> <li>• Aca_OIP_18_001</li> </ul>	Choose level of compliance:
Summative assessment is based on a mandatory final exam. The method of assessment is published in advance; however, the marking criteria are not.	<p>As mentioned in the procedure “Issuing of Examination papers” the Examination Board requires a marking scheme when examining the examination papers.</p> <p><b>Actions taken:</b></p>	Choose level of compliance:

	<p>1. We have revised the existing procedure to emphasize on the marking scheme.</p> <p><i>“An Examination Board is formed at the beginning of every academic year by the Academic Committee having the following duties:</i></p> <p><i>To review the content of the examinations both Final and Midterm together with the marking scheme and ensure that they comply with the content and learning outcomes of each course. The Examination board verifies that the specific requirements and marking allocation are reflected and clearly defined in each question. This safeguards an effective time and effort management from the students while writing an examination”.</i></p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>Aca_FEP_01_002</li> </ul>	
<p>There was evidence that some students seemed to struggle with English language proficiency. This could hinder their understanding of course material and leading to issues such as delayed graduation, dropout, or passing without gaining adequate knowledge (due to inadequate evaluation process).</p> <p>Perhaps the College should consider revising the English language requirement for admission to ensure students can effectively engage with the curriculum.</p>	<p>The College complies with the regulations of the Ministry of Education, Sports and Youth as well as the guidelines provided by CYQAA.</p> <p>For the requirements set by the Ministry of Education, Sports and Youth please follow the link:</p> <p><a href="http://www.ctleuro.ac.cy/en/admission/1-evidence-of-language-skills">http://www.ctleuro.ac.cy/en/admission/1-evidence-of-language-skills</a></p> <p>Following the instructions by the CYQAA, as provided on their website,</p> <p><i>“For undergraduate programs of study, the minimum English language proficiency requirement is the B1-B2 intermediate level, according to which the students can begin their studies while strengthening their knowledge of the language for academic purposes”</i></p> <p>we have included in the structure of the programme the following courses in order to enhance students’ language abilities:</p>	Choose level of compliance:

	<ul style="list-style-type: none"> <li>• Writing skills</li> <li>• Business Communications</li> </ul> <p><b>Please refer to Annex 3 Syllabi.</b></p>	
<p>The provision of personalised feedback in the assignments submitted is advised to help students identify weaknesses and successfully progress with their studies.</p>	<p>Personal feedback is provided during the Office hours of the Lectures as stated on the course outline provided to students at the beginning of the semester.</p> <p>Individual written feedback is provided through assignments and midterm examinations that take place during the semester.</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have revised the procedure “Regulations for assignments” to include timely feedback to students.</li> <li>2. We have revised the “Course Outline” procedure to emphasize on the personal feedback.</li> </ol> <p><b>“Office Hours:</b> <i>Students are encouraged and advised to visit their lecturer regularly during office hours for feedback regarding their performance as well as to discuss issues that they believe are important for them and their success. Students should also inform their lecturers of any unexpected problems/situations that may interrupt or interfere with their studies”.</i></p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_17_001</li> <li>• Aca_OIP_18_001</li> </ul>	<p>Choose level of compliance:</p>
<p>Weekly study guides could also be used to make it possible for students to determine the work to be done every week, even though the workload is not considered difficult.</p>	<p>We follow the procedure “Course Outline”</p> <p>The course outline is completed by the Lecturers and sent to the Academic Dean one week prior the beginning of classes.</p> <p>The outline is uploaded on the web platform and is accessible to students as</p>	

	<p>from the first week from the beginning of classes, in order to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes.</p> <p>The Estimated Student Workload is included in the course outline.</p> <p>The Estimated Student Workload includes the element of independent study with maximum of 50-55 hours. Considering the various learning abilities the effort provided by each student is subjective.</p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>Aca_OIP_18_001</li> </ul>	
<p>Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.</p>	<p>The programme includes industrial placement.</p> <p>The syllabus of the Final project requires to apply knowledge gained throughout the programme of study to real-life Digital Marketing situation/case from the local or international business environment.</p> <p>The following teaching methodology is included in the syllabi:</p> <p>“Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen”.</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>We have revised the procedure “<b>Visiting Professors / Lecturers to emphasize on Professionals from the Industry.</b>”</li> </ol>	

	<p>2. We have revised the Lecturers Handbook to encourage further our Faculty to invite Guest Lecturers.</p> <p>3. We have employed one additional Professional from the Industry.</p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>Aca_OIP_26</li> </ul> <p><b>Please refer to Annex 8 Lecturers Handbook page 10.</b></p> <p><b>Please refer to Annex 5 Structure of the programme.</b></p> <p><b>Please refer to Annex 7 List of Guest Professors / Lecturers.</b></p>	
External partnerships should be developed and strengthened to increase internship and placement opportunities for students.	<p>We maintain links and strategic partners from various fields of the industry and we continuously develop our links and collaborations.</p> <p><b>Please refer to Annex 6 Business Links.</b></p>	
<p>We note that a number of assessment methods are mentioned across the programme but no evidence of their use is provided. The EEC encourages the programme team to consider ways to further develop assessment, especially when it comes to practicing important skills and competencies, such as problem-based learning and live cases/projects and group projects/teamwork that seem to be lacking in practice.</p> <p>The EEC advises that course coordinators and the programme director need to carefully consider the type of assessments</p>	<p>We would like to mention that this is a new programme therefore evidence of examinations and assignments were not provided to the EEC.</p> <p><b>The course assessment includes:</b> Final Examination 50% Midterm Examinations 35%, Assignments, Projects, Presentations 10% Participation, Attendance 5%.</p> <p>The teaching methodology in all syllabi includes the following and the assigned Lecturer/Professor decides the most appropriate according to the course:</p> <p><i>“Teaching Methods: Lectures, presentations, videos, problem and case study discussion, discussion on relevant articles, Problem-Based Learning, role play, independent and private study,</i></p>	



used in each course unit with respect to the individual ILOs of each unit and at the same time to ensure that there is a variety of methods applied for developing diverse soft and hard skills.

*preparation of projects, fieldwork and team work”.*

This information is included in the Course Outline provided to students during the first week of classes.

Further to the above in all syllabi and course outlines the “Estimated Student Workload” is included that specifies the assessment method the Lecturer/Professor will follow. Two examples are provided below:

### 1. Marketing Management

#### Estimated Student Workload

Activity	Hours
<u>Class attendance</u>	
1) Theoretical aspects (Lecture)	(25)
2) Activities Learning: Role play, gamification, discussion, scenario analysis, peer evaluation)	(12)
Independent Study	55
Midterm	2
Group Project and Presentation	18
Midterm exam Preparation	15
Final Exam Preparation	20
Final Examination	3
Total	150

### 2. Digital Marketing

#### Estimated Student Workload

Activity	Hours
<u>Class attendance</u>	
1) Theoretical aspects (Lecture)	(24)
2) Activities Learning: Role play, gamification, discussion, scenario analysis, Case studies:	(13)

	(“Dove: A Spotless Approach to Digital Marketing”, “Boo hoo: Learning from Boo.com-The largest European dot.com”) peer evaluation)		
	Independent Study	53	
	Midterm	2	
	Assignment: Individual Presentation	20	
	Midterm exam Preparation	15	
	Final Exam Preparation	20	
	Final Examination	3	
	Total	150	
Please refer to Annex 3 Syllabi.			

### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
CTL Eurocollege is a teaching oriented school with emergent research aspirations	<p>Our Research Office was established in 2018 and since then we continuously develop.</p> <p>The following incentives are provided to all Faculty:</p> <p><i>“Faculty staff (full-time and part-time) in research programmes</i></p> <p><i>The College policy is to continuously improve in the field of research therefore it provides the following incentives:</i></p> <ul style="list-style-type: none"> <li><i>Provides a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.</i></li> <li><i>Provides financial support to academic staff participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.</i></li> <li><i>Provides funds for academic and professional memberships/subscriptions</i></li> <li><i>Reduces the number of teaching hours of Lecturers who are involved in research programmes, wish to participate in the research team and be involved in research activities or when working on their PhD thesis.</i></li> <li><i>Provides long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.</i></li> <li><i>Faculty members are placed and paid according to the ranking scale of the institution.</i></li> <li><i>Promotes faculty members to a higher ranking based on their qualifications, teaching &amp; research experience.</i></li> </ul>	Choose level of compliance:

	<ul style="list-style-type: none"> <li>• Approves paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.</li> <li>• Grants bonuses to academics for publishing quality articles in highly ranked academic journals</li> <li>• Grants bonuses to academics who publish articles in professional journals.</li> <li>• Encourages staff financially and technically to promote their research findings by using social media and other communication media to Businesses, Organisations and Communities.</li> <li>• Invests in new technology (software and hardware), books and other resources to support staff in conducting research.</li> <li>• Allocates budget for developing projects and research papers during and after working hours at the institution”.</li> </ul> <p>Please follow the link to our Research Office for our mission, our research team and the research work affiliated with CTL:</p> <p><a href="http://www.ctleuro.ac.cy/en/research-development">http://www.ctleuro.ac.cy/en/research-development</a></p> <p><b>Please also refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>• Hrd_InP_08</li> <li>• Adm_InP_09</li> </ul>	
<p>The College is encouraged to continue to invest in faculty recruitment and development to overcome a resource constraint for this programme. At present one full time faculty member is scheduled to teach 4.5 modules on the proposed programme and one part time faculty member is scheduled to teach 6.5 modules – combined they are responsible for almost 60% of</p>	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have additionally employed one Professional from the industry.</li> </ol> <p><b>Please refer to Annex 4 Allocation of courses – Contract of employment.</b></p>	<p>Choose level of compliance:</p>

the taught elements of the programme. The College is advised to replicate standard practices by having faculty teach no more than one module to the same cohort in each semester.		
The College is advised to continue to invest in infrastructure for teaching purposes, for example the library (e.g. currency of text books and availability of study spaces) and computer labs (e.g. currency of software/hardware and availability of software required for a Digital Marketing programme)	<p>All books included in the syllabi are provided in the Library.</p> <p>In addition, the College maintains subscription with KKYB (Κοινοπραξία Κυπριακών Βιβλιοθηκών – Cyprus Libraries Consortium) which includes 29 complete databases and e-books in various contexts from EBSCO Information Services. The Library dimensions are 90,20m<sup>2</sup> From which the 20,55 m<sup>2</sup> are study area.</p> <p>Furthermore, the College has the Electronic Research Center (ERC) which is an extension to the library. It is equipped with 11 PCs which allow CTL Students to perform their online research on any matter regarding their assignments or projects through Electronic Libraries, Databases, Electronic Journals and other publications that the College maintains subscriptions. The dimensions of the ERC are 17,00 m<sup>2</sup>.</p> <p>In order to satisfy the teaching needs of all related programmes, the College maintains three Computer Labs equipped with Multimedia PCs of the latest technology. The available number of PCs is <b>41</b>, of which <b>19 are in Lab 1, 13 in Lab 2 and 9 in Lab 3</b>. Lab 3 was established in April 2024.</p> <p><b>Actions taken:</b></p> <p>The majority of the tools used in the area of digital marketing are cloud based, therefore subscriptions / accounts for practicing purposes are established in the following:</p> <ul style="list-style-type: none"> <li>• Canva – Visual suite – for Copywriting Essentials MKT 229</li> <li>• Mail Chimp - Bulk emails – for Digital Marketing MKT 224</li> </ul>	Choose level of compliance:

	<ul style="list-style-type: none"> <li>• Easy Send SMS - for Digital Marketing MKT 224</li> <li>• Movavi – for Photo &amp; Video Editing MKT 230</li> <li>• Website traffic checker - for Advanced Social Media MKT 122</li> <li>• Semrush - for Advanced Social Media MKT 122</li> </ul> <p>Considering the above the hardware infrastructure requires high speed processors adequate RAM and medium storage capacity which are provided in all Computer Labs.</p> <p><b>Please refer to Annex 3 Procedures.</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_18</li> </ul> <p><b>Please refer to Annex 3 Syllabi.</b></p> <p><b>Please refer to Annex 9 Technical Infrastructure.</b></p>	
The College is also encouraged to delineate between academic and administration roles, while some roles such as Erasmus coordination are acknowledged to relate to programme quality and delivery there are administration roles which detract from faculty focus on teaching and learning.	<p><b>Actions taken:</b></p> <p>The Erasmus+ coordination is fully assigned to a member of the administrative staff.</p> <p>Please follow the link:</p> <p><a href="http://www.ctleuro.ac.cy/en/1-academic-affairs/1-erasmus">http://www.ctleuro.ac.cy/en/1-academic-affairs/1-erasmus</a></p>	Choose level of compliance:
Given the nature of the subject area the discipline is dynamic therefore a training programme will need to be developed to ensure that faculty are intimately familiar with digital marketing technologies, tools and techniques.	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. A training programme is arranged to be provided to the Faculty members delivering the digital marketing courses on Digital Marketing technologies and tools by Adonis Anastasiou Business Academy during July 2024.</li> <li>2. We have employed one Professional actively involved in the field of digital marketing to ensure that new technologies, tools and techniques are applied in class.</li> </ol>	Choose level of compliance:

<p>Faculty must also be resourced so that appropriate digital marketing technologies are available to them for teaching purposes.</p>	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. A training programme is arranged to be provided to the Faculty members delivering the digital marketing courses on Digital Marketing technologies and tools by Adonis Anastasiou Business Academy during July 24.</li> <li>2. We have established subscriptions / accounts for practicing purposes for the following: <ul style="list-style-type: none"> <li>• Canva – Visual suite – for Copywriting Essentials MKT 229</li> <li>• Mail Chimp – Bulk emails – for Digital Marketing MKT 224</li> <li>• Easy Send SMS - for Digital Marketing MKT 224</li> <li>• Movavi – for Photo &amp; Video Editing MKT 230</li> <li>• Website traffic checker - for Advanced Social Media MKT 122</li> <li>• Semrush – for Advanced Social Media MKT 122</li> </ul> </li> <li>3. Provided high speed processors adequate RAM and medium storage capacity in all Computer Labs.</li> </ol>	
<p>The College is encouraged to increase the number of guest speakers from industry with relevant practical expertise that they include in each module, for example including a guest speaker in each lecture.</p>	<p>The following teaching methodology is included in the syllabi:</p> <p>“Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen”.</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have revised the procedure “Visiting Professors / Lecturers to</li> </ol>	

	<p>emphasize on Professionals from the Industry.</p> <p>2. We have revised the Lecturers Handbook to encourage further our Faculty to invite Guest Lecturers.</p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>Aca_OIP_26</li> </ul> <p><b>Please refer to Annex 8 Lecturers Handbook page 10.</b></p>	
<p>Teaching should be encouraged to be framed in academic concepts but heavily applied in order that students develop the practical proficiencies required by a graduate of a Diploma in Digital Marketing.</p>	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>A training programme is arranged to be provided to the Faculty members delivering the digital marketing courses on Digital Marketing technologies and tools by Adonis Anastasiou Business Academy during July 24</li> <li>We have additionally employed one Professional from the Industry to provide more practical approach to the programme.</li> <li>The programme includes industrial placement.</li> <li>The syllabus of the Final project requires to apply knowledge gained throughout the programme of study to real-life Digital Marketing situation/case from the local or international business environment.</li> <li>We have included into the following syllabi the study of real case scenarios: <ul style="list-style-type: none"> <li>Digital Consumer Behaviour</li> <li>Digital Marketing Strategy</li> <li>Digital Marketing</li> </ul> </li> <li>We have revised the procedure "Visiting Professors / Lecturers to emphasize on Professionals from the Industry.</li> </ol>	



	<p>7. We have revised the Lecturers Handbook to encourage further our Faculty to invite Guest Lecturers.</p> <p><b>Please refer to Annex 4 Allocation of courses – Contract of employment.</b></p> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_26</li> </ul> <p><b>Please refer to Annex 3 Syllabi.</b></p> <p><b>Please refer to Annex 8 Lecturers' Handbook page 10.</b></p>	
--	--	--

#### 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
There is space for improving the infrastructure. For example, the library offers rather limited space for students to work on their projects and the selection of books is not as wide and as up to date as it could be. Along the same lines, there is not much space for recreational activities and the students interviewed noted that this is an element missing from their experience.	<p>All books included in the syllabi are provided in the Library.</p> <p>In addition, the College maintains subscription with KKYB (Κοινοπραξία Κυπριακών Βιβλιοθηκών – Cyprus Libraries Consortium) which includes 29 complete databases and e-books in various contexts from EBSCO Information Services.</p> <p><b>Electronic Research Center (ERC)</b></p> <p>The Electronic Research Centre is an extension to the library. It is equipped with 11 PCs which allow CTL Students to perform their online research on any matter regarding their assignments or projects through Electronic Libraries, Databases, Electronic Journals and other publications that the College maintains subscriptions. A wireless connection, (Wi Fi), gives access to the Internet to those students who prefer to use their laptops.</p> <p>CTL Cafeteria includes a large air-conditioned area, with a veranda, where Students and Staff can spend their free time. It is spacious place (112,95m<sup>2</sup>) that can host more than 100 people. A number of indoor games like table tennis, darts, chess and backgammon are available.</p> <p>The Student Welfare and Activities Office is responsible for organizing sports and recreational activities. The college offers a variety of activities that promote wellbeing and enhance lifelong skills.</p> <p>Recreational activities include:</p> <p>Football, basketball, volleyball, cricket, bowling, hiking, watersports, cycling, skiing, snorkeling, fishing, scuba diving, dancing, chess, backgammon etc.</p>	Choose level of compliance:

	<p>The College rents practicing courts when is required.</p> <p>At the moment we have reserved the following:</p> <ul style="list-style-type: none"> <li>• Beach volleyball reservations at the Limassol beachfront.</li> <li>• Tennis, football and ping pong court reservations at GCO, Limassol from the CUT – University Sports Office.</li> </ul> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. Revised all syllabi to include recent publications.</li> </ol> <p><b>Please refer to Annex 3 Syllabi.</b></p>	
<p>The students interviewed noted that they would have preferred more practical elements in their modules as at times they feel too heavy on the theory side. The College needs to make sure that such concern is addressed for the proposed programme.</p>	<p>Please note that this is a new programme therefore the students interviewed were from the Business Field which is mainly theory-based programme.</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have additionally employed one Professional from the Industry to provide more practical approach to the programme.</li> <li>2. The programme includes industrial placement.</li> <li>3. The syllabus of the Final project requires to apply knowledge gained throughout the programme of study to real-life Digital Marketing situation/case from the local or international business environment.</li> <li>4. We have included into the following syllabi the study of real case scenarios: <ul style="list-style-type: none"> <li>• Digital Consumer Behaviour</li> <li>• Digital Marketing Strategy</li> <li>• Digital Marketing</li> </ul> </li> </ol> <p><b>Please refer to Annex 4 Allocation of courses – Contract of employment.</b></p> <p><b>Please refer to Annex 3 Syllabi.</b></p>	<p>Choose level of compliance:</p>

Following international standards, it is important for the students to be taught by different instructors for different modules. At the moment, the plan for the proposed programme is for 2 instructors to cover nearly 60 percent of the taught material (11 out of the 19 modules). This is a point that needs to be addressed.	<p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have additionally employed one Professional from the industry.</li> </ol> <p><b>Please refer to Annex 4 Allocation of courses – Contract of employment.</b></p>	Choose level of compliance:
It would be useful to also invite more guest lecturers from industry.	<p>The following teaching methodology is included in the syllabi:</p> <p><i>“Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen”.</i></p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. We have revised the procedure “Visiting Professors / Lecturers to emphasize on Professionals from the Industry.</li> <li>2. We have revised the Lecturers Handbook to encourage further our Faculty to invite Guest Lecturers.</li> </ol> <p><b>Please refer to Annex 1 Procedures</b></p> <ul style="list-style-type: none"> <li>• Aca_OIP_26</li> </ul> <p><b>Please refer to Annex 8 Lecturers’ Handbook page 10.</b></p>	Choose level of compliance:
Social and extracurricular activities could also be	The Student Welfare and Activities Office is responsible for organizing sports and recreational activities. The college offers a variety of activities	Choose level of compliance:

<p>further used to foster a sense of community and belonging among students, promoting collaboration and peer support</p>	<p>that promote wellbeing and enhance lifelong skills.</p> <p>Recreational activities include: Football, basketball, volleyball, cricket, bowling, hiking, watersports, cycling, skiing, snorkeling, fishing, scuba diving, dancing, chess, backgammon etc.</p> <p>The College rents practicing courts when is required.</p> <p>At the moment we have reserved the following:</p> <ul style="list-style-type: none"> <li>• Beach volleyball reservations at the Limassol beachfront.</li> <li>• Tennis, football and ping pong court reservations at GCO, Limassol from the CUT – University Sports Office.</li> </ul> <p><b>Please follow the links</b>  <a href="http://www.ctleuro.ac.cy/en/blog/?tags=Student%20Life">http://www.ctleuro.ac.cy/en/blog/?tags=Student%20Life</a>  <a href="http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit">http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit</a></p>	
---	--	--

## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY																																																												
While the reasoning to have IT support outsourced is clear, the College may consider building an in-house team for such service to ensure that any issues are dealt with more promptly and satisfactorily.	<p>The College has been supported by PC Gear Ltd (outsourced IT support) since 1993. The collaboration is excellent and the IT support is available at any time either by physical presence or through online services.</p> <p>Additionally, there is a continuous monitoring of the equipment by the Director of Administration who is a Dipl. Ing. Maschinenbaum of RWTH-Aachen, Germany with extended knowledge in Computer Systems.</p>	Choose level of compliance:																																																												
The IT equipment in some of the classrooms is outdated. This includes the whiteboard and the speakers.	<p>All Lecture Rooms are spacy and comfortable; fit to accommodate different Student group sizes, accordingly, suitably equipped with electronic or other devices to satisfy the needs of either theoretical class sessions or practical ones, depending on the nature of the Course.</p> <p>The infrastructure in all classes includes:</p> <table><tr><th></th><th>Audio visual material</th><th>Computer</th><th>Projector</th><th>Interactive White Board</th></tr><tr><td>A8</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>A9</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>LAB 2</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>LAB 1</td><td></td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>LAB 3</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>B1</td><td>YES</td><td>YES</td><td>YES</td><td>YES</td></tr><tr><td>B2</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>B3</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>B4</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>B5</td><td></td><td>YES</td><td>YES</td><td></td></tr><tr><td>B6</td><td></td><td>YES</td><td>YES</td><td></td></tr></table> <p>Please refer to Annex 9 Technical Infrastructure.</p>		Audio visual material	Computer	Projector	Interactive White Board	A8		YES	YES		A9		YES	YES		LAB 2		YES	YES		LAB 1		YES	YES	YES	LAB 3		YES	YES		B1	YES	YES	YES	YES	B2		YES	YES		B3		YES	YES		B4		YES	YES		B5		YES	YES		B6		YES	YES		Choose level of compliance:
	Audio visual material	Computer	Projector	Interactive White Board																																																										
A8		YES	YES																																																											
A9		YES	YES																																																											
LAB 2		YES	YES																																																											
LAB 1		YES	YES	YES																																																										
LAB 3		YES	YES																																																											
B1	YES	YES	YES	YES																																																										
B2		YES	YES																																																											
B3		YES	YES																																																											
B4		YES	YES																																																											
B5		YES	YES																																																											
B6		YES	YES																																																											

<p>The library space would need to be updated to accommodate more students and, importantly, to offer more updated titles. EEC encourages the College to enhance the infrastructure of study spaces like the library to create a conducive learning environment that motivates students to engage with their studies.</p>	<p>The Library dimensions are 90,20m<sup>2</sup> From which the 20,55 m<sup>2</sup> are study area.</p> <p>In addition to the above the College has the Electronic Research Center (ERC) which is an extension to the library. It is equipped with 11 PCs which allow CTL Students to perform their online research on any matter regarding their assignments or projects through Electronic Libraries, Databases, Electronic Journals and other publications that the College maintains subscriptions. The dimensions of the ERC are 17,00 m<sup>2</sup>.</p> <p>All books included in the syllabi are provided in the Library.</p> <p>In addition, the College maintains subscription with KKYB (Κοινοπραξία Κυπριακών Βιβλιοθηκών – Cyprus Libraries Consortium) which includes 29 complete databases and e-books in various contexts from EBSCO Information Services</p> <p><b>Actions taken:</b></p> <ol style="list-style-type: none"> <li>1. Revised all syllabi to include recent publications.</li> </ol> <p><b>Please refer to Annex 3 Syllabi.</b></p>	<p>Choose level of compliance:</p>
<p>In the long run the College could also consider offering accommodation and space for recreational activities to students.</p>	<p>CTL Cafeteria includes a large air-conditioned area, with a veranda, where Students and Staff can spend their free time. It is spacious place (112,95m<sup>2</sup>) that can host more than 100 people. A number of indoor games like table tennis, darts, chess and backgammon are available.</p> <p>The Student Welfare and Activities Office is responsible for organizing sports and recreational activities. The college offers a variety of activities that promote wellbeing and enhance lifelong skills.</p> <p>Recreational activities include: Football, basketball, volleyball, cricket, bowling, hiking, watersports, cycling, skiing, snorkeling, fishing, scuba diving, dancing, chess, backgammon etc.</p>	<p>Choose level of compliance:</p>

	<p>The College rents practicing courts when is required.</p> <p>At the moment we have reserved the following:</p> <ul style="list-style-type: none"> <li>• Beach volleyball reservations at the Limassol beachfront.</li> <li>• Tennis, football and ping pong court reservations at GCO, Limassol from the CUT – University Sports Office.</li> </ul> <p><b>Please follow the links</b>  <a href="http://www.ctleuro.ac.cy/en/blog/?tags=Student%20Life">http://www.ctleuro.ac.cy/en/blog/?tags=Student%20Life</a>  <a href="http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit">http://www.ctleuro.ac.cy/en/blog/?tags=Educational%20Visit</a></p>	
<p>Administrative staff demonstrate a lack of fluency in English, impacting their ability to communicate effectively with students, particularly those with limited English proficiency.</p> <p>The EEC encourages the College to implement language skill improvement initiatives, such as seminars, and enforce stricter hiring requirements to ensure administrative staff can adequately support students.</p>	<p>All the members of the administrative staff maintain minimum qualification equivalent to B1/B2.</p> <p>Considering that the interviewing during an accreditation process is a highly stressful procedure especially for those members lacking of public speaking skills this may negatively affect their fluency in English language.</p> <p>Nevertheless, we will further explore the comment and act accordingly.</p>	Choose level of compliance:



## 6. Additional for doctoral programmes **N/A** (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## 7. Eligibility (Joint programme) (ALL ESG)

N/A

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks - THE EEC DID NOT PROVIDE ANY COMMENTS IN THIS SECTION

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



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



eqar /// enqa.

