Doc. 300.1.1

Date: 16/04/2024

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  CTL EUROCOLLEGE

- **Town: Limassol**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector:** Department/Sector

- **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

A. Introduction

The External Evaluation Committee (EEC) would like to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for the invitation to evaluate the Diploma in Digital Marketing proposed by CTL Eurocollege.

The evaluation took place in person on the 14th April 2024, as per the schedule provided by the Agency. The EEC consisted of three academics with relevant disciplinary expertise and a student representative. The EEC was accompanied by the CYQAA representative, George Aletraris. The schedule provided featured several meetings with Heads of Administration and Finance, Academic Dean, Heads of relevant units, the programme coordinator, students, teaching faculty and administrative personnel. The meetings and the evidence provided in the form of the self-evaluation report, presentations and additional documents offered sufficient information for the EEC to compile this report. Where additional information was requested this was provided by colleagues in a proactive manner.

The report provides a thorough examination of the programme and highlights areas to be addressed before the programme is launched. The recommendations in the report are based on best practices and are intended to strengthen the Diploma in Digital Marketing proposed by CTL Eurocollege. The EEC hopes that the report will serve as a useful resource for the College and the programme team, as they work towards their objectives. Should CYQAA have any questions regarding the report, the EEC members are available to offer clarifications.

External Evaluation Committee (EEC)

Name	Position	University
Michele O'Dwyer	Professor	University of Limerick
Christina Boutsouki	Professor	Aristotle University of Thessaloniki
Christos Kolympiris	Associate Professor	University of Warwick
Elpida Tsalamandri	Student Representative	Cyprus University of Technology

B. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) *sub-areas*
  (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The Diploma in Digital Marketing is a conventional programme that is intended to provide the necessary disciplinary knowledge and practical skills needed for professional development in the area of Digital Marketing. The ECTS workload is along the expected lines. The EEC expects that the qualification to be awarded meets the National Qualifications Framework for Higher Education and industry expectations.

CTL Eurocollege has several policies in place for quality assurance. These apply to both the development and implementation of a programme. Any new programmes or changes to existing programmes must go through the internal committee and processes that convene once a year. CTL Eurocollege's policies cover areas such as curriculum development, assessment practices, and student progression. There are also mechanisms, such as the student course feedback (at the end of each semester) that can help ensure teaching excellence. Evidence of quality assurance meetings have been provided. The EEC would like to note that the policies are publicly available, and staff appear to be familiar with them.

The EEC enquired about admission criteria, the programme's content, and structure, learning outcomes, teaching approaches, assessment procedures, pass rates and employment information, and were given sufficient information. Most of the information required is readily accessible on the CTL Eurocollege's website as well. We were also provided information regarding the anticipated profile of student cohorts.

Strengths

- The programme under evaluation is designed with the CTL Eurocollege's vision and strategy in mind; it appears to have specific learning outcomes.

- Information about the programme of study is clear, accurate, and readily accessible for prospective students and other stakeholders.

- The EEC requested evidence of quality assurance practices. Such evidence was provided demonstrating adherence to good practices.

ΔΙΠΑΕ
CYQAA

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

eqar//// enqa.

Areas of improvement and recommendations

- 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.

- CTL Eurocollege should periodically review the programme so that its learning objectives and outcomes remain relevant.

- 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.

- 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.

- 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 emerging technologies to enhance student learning and relevance.

- 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.

- 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.

- 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.

- 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.

- Placement opportunities are encouraged to make the programme more practical.

- 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.

- CTL Eurocollege could consider formally appointing external advisors, both academic (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.

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

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

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

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

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

Findings

The teaching process adopted is flexible. CTL Eurocollege appears to feature a number of pedagogical methods facilitating the achievement of student learning and development.

The described teaching methods, tools and material used in in-person teaching are effective, support the use of modern educational technologies and are regularly updated. The College's learning management system supports teaching, learning and administrative processes.

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). Summative assessment is based on a mandatory final exam. The method of assessment is published in advance, however the marking criteria are not.

Strengths

- Students have pointed to the continuous support by staff members followed in the College. In addition, the EEC recognises the many benefits of the small friendly academic community, the close collaboration among academic and administrative staff that is also reflected in the interaction with students.

- Support in other than academic issues is also available to students by professionals; the EEC notes that the students have easy access to the teaching staff for discussing issues pertaining to their studies.

Areas of improvement and recommendations

- 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).

- Perhaps the College should consider revising the English language requirement for admission to ensure students can effectively engage with the curriculum.

- The provision of personalised feedback in the assignments submitted is advised to help students identify weaknesses and successfully progress with their studies.

- 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.

- Considering the nature of the programme, integrating more active engagement with industry and external stakeholders in the curriculum could enhance the student learning experience.

- External partnerships should be developed and strengthened to increase internship and placement opportunities for students.

- 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.

- The EEC advises that course coordinators and the programme director need to carefully consider the type of assessments 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.

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

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

3. **Teaching staff** *(ESG 1.5)*

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

eqar//// enqa.

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

Findings

CTL Eurocollege is a teaching oriented school with emergent research aspirations. Current research initiatives and outputs are driven by an active and enthusiastic Head of Research. Members of the teaching team are being encouraged to engage in relevant research activities which can inform teaching. Such spillovers would positively affect the student learning experience and offer a more up-to-date insights into the areas that the programme will cover. It was positive to see that the College has an established process for managing research time and rewarding research outputs for all faculty.

The College's current plan for the programme is that 3 full time and 5 part time faculty members will deliver this programme. One of the full time faculty is PhD qualified, two are masters qualified and registered PhD candidates. Three of the part time faculty are PhD qualified and two are masters qualified. Some of the part time faculty also teach at other educational institutions in Cyprus. Full time faculty are expected to teach four modules each semester. The College proposes that one full time member would be responsible for teaching 4.5 modules on the new programme and one part time member would teach 6.5 modules.

Teaching faculty are supported by a collegiate administration team who, in conjunction with external service providers, will provide technical training and support for students. Faculty participate in annual training at the beginning of each academic year to address pedagogical training and development needs.

The feedback system also facilitates student evaluation of the programme team's teaching performance which feeds back into the module.

Strengths

- The teaching faculty for this programme have developed a programme which addresses a market need and are highly engaged in its development and enthusiastic about its implementation.
- There is evidence of diversity in the proposed teaching faculty for this programme in terms of nationality, age and gender.
- There is a strong collegial environment supported by both academic and administrative staff.

Areas of improvement and recommendations

- 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 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)
- 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.
- 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.
- Faculty must also be resourced so that appropriate digital marketing technologies are available to them for teaching purposes.
- 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.
- 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.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Not applicable

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

> ### Sub-areas
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

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

eqar//// enqa.

4.4 Student certification

Standards

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

Findings

The evaluation committee met with four current students of the College. Two were MBA candidates and two were undergraduate students. As the proposed programme does not run at the moment, there are no students of the programme.

The EEC inquired why the students decided to join the College, describe their experiences and present to us what they liked and what they thought could be improved.

The discussion was informative and the students were open to offer their perspectives and describe their experience.

In broad strokes, the students were satisfied with the College. They highlighted that the College offers a student centered experience, is accommodating when it needs to be and that they were largely satisfied with their choice to join CTL Eurocollege.

Strengths

- CTL Eurocollege is very student-oriented. Its small size allows for bespoke services to students as for example instructors are easy to reach out to.
- There are different forms of evaluation on behalf of the students, including an anonymous dropbox, and the issues raised are considered by faculty and administration (e.g., the quality assurance committee).
- The College appears to offer a good value education as the fees are relatively low while the students feel they receive a good education.
- The College participates in the Cypriot interlibrary arrangement and that allows students to access a wide range of resources.
- The College promotes ties with industry such as the internship and we were also pleasantly surprised to see that students can be offered part time jobs for the College such as in the library.

Areas of improvement and recommendations

- 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.
- 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.
- 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.
- It would be useful to also invite more guest lecturers from industry.
- Social and extracurricular activities could also be further used to foster a sense of community and belonging among students, promoting collaboration and peer support

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

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

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

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

Findings

The site visit as well as the interviews with faculty, students and administrative personnel lead us to conclude that CTL Eurocollege offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support. Notably, resources are also directed towards research efforts and this is much appreciated by the evaluation committee.

That said, there is space for improvement as some of the IT infrastructure seems outdated, IT support is outsourced and the library could include more updated resources too.

Strengths

- The leadership team appears committed to support faculty and students with resources when required.
- The administration staff seem to be very satisfied with the working conditions in the College. We also found a dedicated administrative staff who actively participate in student life and the support of college life. Administrative systems appear to be sound, with clear structures and roles.
- The administrative team noted they have the additional capacity required to run the proposed programme.

Areas of improvement and recommendations

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

eqar/// enqa.

- 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.
- The IT equipment in some of the classrooms is outdated. This includes the whiteboard and the speakers.
- 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.
- In the long run the College could also consider offering accommodation and space for recreational activities to students. Administrative staff demonstrate a lack of fluency in English, impacting their ability to communicate effectively with students, particularly those with limited English proficiency.
- 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.

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

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

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

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

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

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

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

C. Conclusions and final remarks

The EEC report provides feedback on the Diploma in Digital Marketing. The report outlines the main findings, highlights areas of strength and proposes actions to improve the content and delivery of the programme.

We trust that the feedback will inform future developments and help underpin the success of the Diploma in Digital Marketing. We wish colleagues at CTL Eurocollege every success in developing the programme.

Should the Cyprus Agency of Quality Assurance and Accreditation in Higher Education require any clarifications with regards to the points raised in the report, the EEC remains at the Agency's disposal.

Last but not least, the EEC would like to thank the CYQAA coordinator, George Aletraris, for managing the process both efficiently and effectively. His facilitation has been exemplary, ensuring that the evaluation process ran smoothly.

D. Signatures of the EEC

Name	Signature
Michele O'Dwyer	
Christina Boutsouki	
Christos Kolympiris	
Elpida Tsalamandri	

Date: 16/04/2024