ΔΙΠΑΕ CYQAA

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

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Doc. 300.1.2

Date: 11 Dec 2025

Higher Education Institution's Response

- **Higher Education Institution:
  College of Tourism & Hotel Management**

- **Town: Nicosia**

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

  In Greek:

  Διεύθυνση Τουριστικών Επιχειρήσεων (2 έτη, 120 ECTS, Δίπλωμα)

  In English:

  Travel and Tourism Administration (2 years, 120 ECTS,

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

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

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

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

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

- *In case of ANNEXes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as ANNEX1, ANNEX2, etc.*

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The curriculum needs stronger alignment with emerging trends such as AI in tourism, digital marketing, and smart destination management. There is some integration of advanced technologies, but it seems limited.	Our programmes already demonstrate integration of advanced technologies, and this has been implemented intentionally as part of our decision to align with the European Union's twin transition agenda. This strategic direction is reflected both in the modifications made within existing modules (of all programmes) and in the introduction of a new module that explicitly address technological and digital developments in the tourism sector (TOU120 – Technology and Innovation in Tourism). Further changes have now been made to this module in line with your recommendations; please refer to **ANNEX 1**. A key component of this alignment has been our initiative to encourage faculty members to engage in continuous professional development. As documented in **ANNEX 2**, lecturers have participated in a wide range of seminars, courses, conferences and webinars focusing on artificial intelligence, digital marketing and emerging teaching tools. Their development activities cover topics such as AI applications in language and communication courses, sustainable business growth through AI, prompt engineering and the use of digital marketing technologies. This ongoing commitment ensures that programme content remains current and aligned with evolving industry expectations. These upskilling activities also support lecturers in incorporating practical examples, case studies and hands-on activities within their modules. In parallel, we are exploring collaborations with industry partners and technology providers to enrich the learning experience through guest speakers, demonstrations and applied projects. Our signed Memoranda of Understanding with CS Gear Education Ltd and Novel Intelligence Ltd (**ANNEXES 3** & **4**), formally support these	Choose level of compliance:

	initiatives by providing frameworks for guest lectures, workshops, digital learning integration and project-based opportunities.	
Research focus in the curriculum design is lacking and needs attention, even though this is a 2-year course; some notion of understanding tourism research is needed.	We accept the need to strengthen the presence of research skills within the curriculum, even though this is a two-year programme. A foundational understanding of tourism research supports critical thinking, evidence- based decision making and professional readiness, and we recognise that this element should be more intentionally designed. We have added a new learning outcome focusing on the importance and implications of tourism research, ensuring that students understand why research is essential for tourism development, planning & industry practice in our module TOU221 – Tourism Planning & Development (**ANNEX 1**). A relevant change has also been made to the course content. In addition, lecturers have full access to the EBSCO database and have been instructed to make systematic use of it when preparing and delivering their modules. Each lecturer is required to report to the course coordinator which research papers were used, how these were incorporated into the module, and how they were linked to the relevant learning outcomes. The course coordinator will maintain a record of this information, which will also be available for review by the Research Committee as part of the College's broader efforts to strengthen research culture. This has been added to the duties of the course coordinators who have been informed accordingly.	Choose level of compliance:
Academic integrity processes rely on open-access plagiarism tools and email submissions, highlighting the need for a robust LMS-based system.	The college has entered into a paid subscription with Dupli Checker (https://www.duplichecker.com) which is a plagiarism detection tool. It also has a paid subscription with ChatGPT4 which also has plagiarism-checking capabilities; the credentials (username and password) have been shared with teaching staff, and our I.T. has trained them on using the tools. All the information regarding the plagiarism policy and system is written in the student manual and posted on our	Choose level of compliance:

	website https://www.cothm.ac.cy/student-rights-responsibilities-ethics As part of the wider digital transformation plan currently being implemented with Gear Education (official Google Workspace for Education partner in Cyprus), the College is upgrading its academic technology infrastructure to ensure stronger academic integrity processes. The agreement provides for the evaluation, selection, deployment and integration of essential education technology platforms, along with staff training, policy updates and ongoing support. This includes the transition to a centralised LMS-based system through the adoption of Canvas LMS and the implementation of Classter, which will together support secure digital assignment submission, structured course management, improved workflow, and automated tracking and reporting. These upgrades will significantly strengthen the integrity and reliability of assessment processes and address the committee's recommendation for a more robust, system-based academic integrity framework.	
The macro and micro economic modules could be better designed to reflect the reality of tourism and hospitality rather than the generic approach currently adopted.	We acknowledge the need to strengthen the relevance of the macro and micro-economics modules so that they more accurately reflect the operational and strategic realities of the tourism and hospitality sectors. Although the current modules provide a solid theoretical foundation, we recognise that the applied dimension needs to be more clearly integrated. As previously mentioned, lecturers now have structured guidance on integrating sector-specific research into their teaching through the use of the EBSCO database and by reporting to the course coordinator which research papers they selected and how these were incorporated into learning activities. For the economics modules in particular, lecturers will be expected to prioritise research and applied material directly related to tourism and hospitality, including topics such as pricing strategies in hospitality, demand forecasting in tourism, labour market dynamics in the service	Choose level of compliance:

	sector, revenue management principles and the economic impact of tourism flows on local communities. These additions will ensure that the modules move beyond generic theory and reflect the real economic conditions of the industries for which students are being prepared.	
Assessment design is heavily weighted toward final exams, reducing opportunities for authentic, project-based evaluations. To address these issues, the program should modernize its curriculum by incorporating modules on digital transformation, AI, and tourism analytics; strengthen research culture through faculty development and integration of research into teaching; implement a centralised learning management system for secure submissions and plagiarism detection; expand industry engagement via internships and guest lectures; improve student mobility through targeted local recruitment and virtual Erasmus options; diversify assessment methods to include case studies and simulations.	As noted earlier, our programmes already incorporate technological elements and were further enriched based on your recommendations, reflecting our strategic decision to align with the European Union twin transition agenda. As noted earlier, we have added a new learning outcome that focuses on the importance and implications of tourism research in our module TOU221 – Tourism Planning & Development (**ANNEX 1**) and have instructed lecturers to make systematic use of the EBSCO database to integrate research in teaching. We also note the establishment of a research team consisting of five staff members, which has been meeting weekly for the past two months. The purpose of this team is to prepare and submit applications for participation in EU and national funded projects, thereby fostering a more active research environment among faculty. As a result of these efforts, the College has already achieved its first successful applications. The first is the Erasmus forward-looking project DIGI-METER, submitted under the call ERASMUS-EDU-2025-PI-FORWARD, which focuses on digital transformation in education and is funded through the Erasmus Lump Sum Grant mechanism (**ANNEX 5**); the second is the national application CRED-LAB, submitted to the Research and Innovation Foundation under the programme Enterprises Capacity Building in New Product Development, which concerns the development of a tokenised digital credentialing platform for micro-certifications (**ANNEX 6**). As mentioned earlier, we have already strengthened plagiarism detection through paid institutional subscriptions to Dupli Checker and ChatGPT4, both of which provide reliable	Choose level of compliance:

plagiarism checking capabilities. Teaching staff have been given access credentials and have received training from our I.T. team on the correct use of these tools. Our plagiarism policy and procedures are fully documented in the Student Manual and are publicly available on our website. In addition, as outlined in our submitted application, under the Scheme for Digital Upgrade THALEIA 2021 to 2027, the planned implementation of Classter will introduce a centralised digital system that supports secure assignment submissions and integrates academic processes into a unified platform. This transition will significantly enhance academic integrity management and provide a more robust and consistent framework for handling student work and academic records. LMS Canvas and productivity suite Google Workspace for education

For the upcoming semester, we have already contacted and arranged guest lectures with individuals from the following organisations, some of which we have signed MoUs, and we will contact further people:

- Christina Shailas, CEO of CS Gear Education Ltd
- Dr. Harris Tsangaris from Simulation Technologies Ltd
- Dr. Charalambos Papatryfonos from the Centre for Sustainable Growth
- Christos Papakyriakou, Director of Circular Economy Alliance
- Philippos Drousiotis, Executive Chairman of Cyprus Sustainable Tourism Initiative (CSTI)
- Michael Thrasou, Owner & CEO of Attune Project Management Consulting Ltd
- Stefanos Nicolaou, Founder & CEO of Consultics Ltd

Lecturers have also been instructed and encouraged to arrange additional guest lectures relevant to their modules. Furthermore, visiting Erasmus lecturers who come to the College through mobility exchanges will also deliver sessions, adding an

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	international academic perspective. Internships are not permissible for third country students in the Travel & Tourism Administration programme. We have instructed our Erasmus Coordinator to contact our partner institutions to examine the possibility of offering virtual Erasmus options. It has been decided that assessment for the program, for all modules will be from now on 40% on final exams and 60% on coursework. Lecturers will have the flexibility to choose from a variety of options for coursework assessment (case studies, practical scenarios, problem solving activities and small project-based tasks that mirror real industry situations, etc in order to support authentic learning and better reflect workplace expectations) but have been instructed to use, wherever possible project-based evaluations and evaluations based on group work. We have signed an agreement with Amadeus (**ANNEX 7**) whereby we can use the system's training mode / simulator for ticketing. Our teaching staff member Susan Elfving who has an IATA Consultant Diploma has done a relevant course at Amadeus for the use of the new system and is already implementing this in her teaching.	
Not all staff CVs were available on the website and the difficulty of prospective students navigating it needs immediate attention.	All lecturer profiles have been added to the relevant link (https://www.cothm.ac.cy/lecturers-curricula-vitae) in a redirecting link rather than a downloadable document, as per your instructions.	Choose level of compliance:
The issues with discrepancy in assessment % in at least one module (introduction to tourism) need addressing, and the reading lists need some attention, as some modules take a very limited approach, whilst others seem to be utilising reading that has nothing to do with the subject matter	The discrepancy in assessment issue in TOU111 – Introduction to tourism has been corrected AND IN LINE WITH THE NEW assessment policy noted above. All assessment sections have been re-checked to ensure there are no further discrepancies, as well as for further changes noted above. We have kept our current reading list but as noted above we will enrich with the EBSCO database material which will be incorporated into the teaching material.	Choose level of compliance:

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
Develop a formal pedagogical strategy promoting consistent use of student-centred and participatory methods across all lecturers.	We have drafted a formal Pedagogical Strategy for Student-Centred and Participatory Learning, fully aligned with your recommendation. This policy establishes clear expectations for teaching methods, lecturer responsibilities, course coordinator monitoring and ongoing quality assurance. It has been approved internally and will be implemented across all programmes to ensure consistent use of student-centred and participatory approaches. Please refer to **ANNEX 8**. As part of strengthening our pedagogical framework, the College has also sponsored staff members to undertake HRDA Instructor training. Three lecturers have successfully completed the full course and examinations, and one lecturer is pending the final presentation component. This certification is directly relevant to the implementation of student-centred and participatory methods, as the HRDA programme focuses on modern instructional approaches, facilitation techniques and learner-focused teaching practices. The skills gained through this training will support consistent application of the new pedagogical strategy across all lecturers.	Choose level of compliance:
Adopt a more flexible assessment strategy.	As mentioned above, coursework will onwards be 60% and lecturers will have the flexibility to choose from a variety of options for coursework assessment (case studies, practical scenarios, problem solving activities and small project-	Choose level of compliance:

	based tasks that mirror real industry situations, etc in order to support authentic learning and better reflect workplace expectations). They have been instructed to use, wherever possible project-based evaluations and evaluations based on group work.	
Broaden staff involvement in internship coordination and introduce systematic employer and student feedback forms after placements. This could increase relevance of internships, how well they link to the courses, and spread the load from the single person currently responsible.	We recognise the importance of practical experience in preparing students for employment. However, as mentioned earlier, Internships are not permissible for third country students in the Travel & Tourism Administration programme.	Choose level of compliance:
Institutionalise internal moderation or second-marking to enhance fairness and transparency in assessment.	To strengthen fairness and transparency in assessment, we will introduce sample second marking for ten percent of exam papers across all modules. A random sample of ten percent of exam papers from each module will be selected after first marking, and a second marker will review these scripts independently and record any discrepancies. Any significant differences will be discussed and resolved by the course coordinator in consultation with the markers, and all second marking records will be maintained for quality assurance purposes and reviewed periodically by the Internal Quality Assurance Committee.	Choose level of compliance:
Formalise the handling of student evaluations, publishing outcomes, and tracking follow-up actions.	We have formalised the process for administering and handling student evaluations. Kindly refer to **ANNEX 9**.	Choose level of compliance:
Encourage continuous professional development in teaching and assessment methods, especially regarding digital tools and inclusive pedagogy. Also, more social elements among staff could be introduced.	As mentioned earlier, we actively encourage faculty participation in continuous professional development, as evidenced in **ANNEX 2**, where lecturers have engaged in seminars, courses, conferences and webinars on artificial intelligence, digital	Choose level of compliance:

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	marketing and emerging teaching tools. As mentioned above, several staff members have undertaken HRDA Instructor training, with three having completed the full course and examinations and one pending the final presentation component. This directly supports the requirement to encourage continuous professional development in teaching and assessment methods, as the HRDA programme focuses on the use of digital tools, modern instructional techniques and inclusive pedagogy. These competencies reinforce our ongoing efforts to strengthen staff capacity in delivering student-centred, technology-enhanced and inclusive teaching. Our staff will be fully trained by our partner Gear Education on digital tools once the system is fully in place. Opportunities for enhanced collaboration and social interaction among staff will also be promoted through shared training activities and participation in development initiatives.	
Consider introducing collaborative or project-based learning to increase student autonomy and practical skill development.	As noted earlier, lecturers now have flexibility in selecting assessment methods and have been instructed to incorporate project-based tasks and group work wherever appropriate. These approaches already support collaborative learning, increase student autonomy and strengthen practical skill development.	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The teaching staff's qualifications should be improved in future.	We acknowledge the importance of strengthening our academic team, and while we do ensure that we meet the minimum required standards of the Agency, we continuously advertise in an honest effort to hire more PhD holders for our college.	Choose level of compliance:
Research does not meet needs and should be improved by increasing the number of papers, projects and research budgets.	We do agree that further emphasis and support could be given to research time and research outputs. However, we would like to take this opportunity to comment on relevant issues that had not been addressed during the EEC's visit to our college. As part of our commitment to advancing knowledge in the fields of tourism and hospitality, the College of Tourism and Hotel Management publishes the international, peer-reviewed *Tourism Today Journal*. This initiative reflects our sustained investment in research and scholarly exchange, while also providing a platform for our faculty and students to engage with global academic developments. Our College (referred to under the owner Company's legal name Chrysako Educational Centre Ltd) is addressing the need for greater emphasis on research time and outputs through its applications for funded research projects. Initially the College had applied for the Erasmus+ KA220-HED project Circular Game: Circular Hospitality Gamification. As part of this consortium with the University of	Choose level of compliance:

	Ioannina, LudusXR, Ioannina Region Hotels Association, the Institute for Technology Transfer and Innovations, and CEA Economic Alternative Services Ltd – COTHM inspired to contribute its expertise in tourism, hospitality, and business management education, by developing and implementing innovative curricula that integrate circular economy principles and support practical, industry-relevant training. This specific project was not approved.

However, since then, we have established a research team consisting of five staff members, which has been meeting weekly for the past two months. The purpose of this team is to prepare and submit applications for participation in EU and national funded projects, thereby fostering a more active research environment among faculty. As a result of these efforts, the College has already achieved its first successful applications. The first is the Erasmus forward-looking project DIGI-METER, submitted under the call ERASMUS-EDU-2025-PI-FORWARD, which focuses on digital transformation in education and is funded through the Erasmus Lump Sum Grant mechanism (**ANNEX 5**); the second is the national application CRED-LAB, submitted to the Research and Innovation Foundation under the programme Enterprises Capacity Building in New Product Development, which concerns the development of a tokenised digital credentialing platform for micro-certifications (**ANNEX 6**).

Finally, following a meeting of the Research committee in March 2025, it was agreed to sponsor researchers a fixed amount of €500 per | |

	publication in a lower tier (Q3/Q4) and €250 for publications in Non-Indexed, peered- reviewed journals.	
A dedicated budget for conference attendance would be welcome.	We have developed a conference participation application form, which we have circulated to the staff members (**ANNEX 10**). Following your recommendation the Research committee has approved an annual dedicated budget for conference attendance of €5000.	Choose level of compliance:
More of the academic staff research outputs should be present in the reading lists of the modules.	We acknowledge that the current level of staff research output is limited. However, as outlined in earlier sections, we are actively encouraging research activity through the work of the newly formed research team, the use of EBSCO resources in teaching and the preparation of applications for EU and national funding. We are also seeking to strengthen our academic team by recruiting lecturers with stronger research involvement. As staff research output increases, relevant publications will be incorporated into module reading lists.	Choose level of compliance:

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
It would be beneficial to document the admission and decisions surrounding it more systematically, including having an annual analysis of admission procedures and outcomes.	The administration department conducts an annual evaluation of the admission process and the decisions taken, reviewing their consistency, fairness and alignment with current requirements. Any updates needed to the admission policy are made in line with recommendations and instructions issued by the Ministry of Education, Sport and Youth and Migration Department. This annual review ensures that procedures remain systematic, transparent and responsive to regulatory guidance.	Choose level of compliance:
Develop a formal written policy for the recognition of prior learning and credit transfer, aligned with international recognition bodies. Preferably, these should be published on the College website.	We do have a formal written policy for the recognition of prior learning and credit transfer which is included in our prospectus, which is also accessible through our website on the link https://www.cothm.ac.cy/prospectus. The relevant extract is presented as **ANNEX 11**.	Choose level of compliance:
Implement a more standardised /automatic system to track students at risk early and trigger review.	With the introduction of Classter and Canvas, the College, through administration, will have the capability to monitor key indicators such as attendance patterns, assessment performance, missed submissions and levels of engagement in a more systematic and timely manner. These platforms will support the development of an early alert mechanism based on predefined indicators that are reviewed at regular intervals. Course coordinators, who hold pastoral care responsibilities, will oversee the follow up process and ensure that any necessary actions are taken in line with established procedures.	Choose level of compliance:

| Clarify the pedagogical rationale behind existing progression thresholds (e.g., attendance, failed modules). | Our progression thresholds are based on ensuring that students remain actively engaged in learning and have achieved the minimum competencies required to move forward. Attendance requirements are in place because consistent participation is essential for developing practical, cognitive and professional skills, particularly in applied subjects where in-class activities, demonstrations and discussions form a core part of the learning process. Limits on failed modules are designed to ensure that students have mastered the foundational knowledge necessary for success in subsequent courses and to prevent learning gaps from accumulating. Together, these thresholds support academic integrity, student success and the maintenance of programme standards. | Choose level of compliance: |

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The labs and the classrooms should be modernised.	We acknowledge the need for modernisation of the labs and classrooms. As previously noted, we are requesting a one-year extension to complete the upgrade of the kitchen laboratory, which is now being planned in a structured and phased way. Room 12 is currently being transformed into a smart classroom with upgraded digital infrastructure, and a further smart classroom is planned as part of the medium-term development actions. In addition, the computer lab is scheduled for upgrade, with specifications and requirements already under discussion within the Digital Transformation Committee, which is led by the Director of Innovation and Transformation. The Committee is also preparing a short- and medium-term facilities upgrade plan that will include budgeting discussions and a staged approach to modernising remaining teaching spaces.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Quality Assurance: Formalise the role of external stakeholders in curriculum review through an advisory board and establish systematic feedback mechanisms involving students, alumni, and industry partners.	COTHM is working towards establishing an industry advisory board with experts from various domains including hospitality, tourism, sustainability and circular economy, emerging technologies (AI, XR etc.), and civil society. We had already a first round of discussion with interested parties and we aim to conclude the establishment of the board by the end of the Spring semester 2026.	Choose level of compliance:
Teaching and Learning: Make clear a standardised student-centred pedagogy and ensure consistent application across all modules. Encourage broader staff involvement in internship supervision and introduce structured employer feedback on placements.	We have developed a formal student-centred and participatory pedagogical strategy that sets clear expectations for teaching methods and ensures consistent application across all modules. Internship does not apply to this programme.	Choose level of compliance:
Curriculum Updating: Continue refreshing module content to reflect current trends in tourism, including digitalisation, sustainability, and emerging travel technologies. Though with the caveats of actually integrating these thoroughly, and not only in name.	We are continuing to refresh module content to reflect current developments in tourism, including digitalisation, sustainability and emerging travel technologies. Through EBSCO and our partnerships and MoUs with various organisations dealing with sustainability and technology, lecturers have access to applied expertise and updated industry material, ensuring that these themes are integrated thoroughly into modules through concrete learning outcomes, teaching activities and updated content.	Choose level of compliance:
Assessment and Moderation: Implement internal moderation or second-marking to ensure fairness and transparency in assessment.	We have introduced sample second marking for ten percent of exam papers across all modules. A random selection of scripts will be reviewed by a second marker, with any discrepancies discussed and	Choose level of compliance:

	resolved by the course coordinator. Records of all second marking activities will be maintained and monitored through the Internal Quality Assurance Committee to support fairness and transparency in assessment.	
Admissions and Progression: Formalise and document admissions criteria and progression rules, and introduce transparent tools for early identification of students at academic risk.	We are documenting admission decisions more systematically through an annual review conducted by the Administration Committee, which evaluates admission procedures and outcomes and updates policies in line with guidance from the Ministry of Education, Sport and Youth and the Civil Registry and Migration Department. A formal written policy on recognition of prior learning and credit transfer in alignment with international frameworks was already in place and available in the public domain. A standardised early alert system will be implemented through the forthcoming use of Classter and Canvas to track indicators such as attendance, assessment performance, missed submissions and engagement.	Choose level of compliance:
Recognition and Certification: Publish a clear policy for the recognition of prior learning and credit transfer, and ensure certification documents remain consistent with European transparency standards. Make these available on the college website, preferably without having to download anything.	A formal policy for the recognition of prior learning and credit transfer is already in place and published in the College Prospectus, where it is fully aligned with international and European transparency standards. The prospectus is available through the college website.	Choose level of compliance:

C.

D. Higher Education Institution academic representatives

Date: 11 Dec 2025