

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:

Διοίκηση Ξενοδοχειακών (4 έτη, 240 ECTS, Bachelor of Arts)

In English:

Hospitality Management (4 years, 240 ECTS, Bachelor of

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **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 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
<p>Policy for Quality Assurance While the programme demonstrates a strong internal quality assurance framework, there are areas that require enhancement. Currently, there is limited evidence of systematic integration of employer & alumni feedback into curriculum updates, which is essential for maintaining industry relevance. Additionally, the absence of a formal industry advisory board or structured external stakeholder involvement beyond Erasmus partnerships reduces opportunities for external benchmarking. Transparency mechanisms for validating public information through independent bodies are also not clearly defined.</p> <p>Recommendations: To strengthen quality assurance, the College should establish a formal industry advisory panel that represents all the sectors it serves in order to provide regular input on curriculum development and quality standards. Implementing annual alumni and employer surveys will help track graduate performance and ensure alignment with market needs. Furthermore, publishing quality assurance reports and programme review outcomes on the institution's website will enhance transparency and stakeholder confidence. Quality assurance transcends across all aspects and the current state of the food and service labs suggests that the quality assurance strategies are not fully utilised. As such a review of quality assurance policies over teaching space are needed and urgent investment in the lab</p>	<p>We recognise the importance of maintaining structured and continuous feedback channels with employers and alumni in order to ensure ongoing industry relevance of our programmes. Given that the majority of our students come from third countries, direct employer feedback is not always practical or feasible once graduates return to their home labour markets. For this reason, our primary mechanism for tracking employability outcomes and industry alignment will be through strengthened alumni engagement.</p> <p>We are currently developing an Alumni platform (ANNEX 1 - agreement). The platform will support continuous communication, facilitate updates on graduate career progression, support the collection of data and information through surveys, and function as a repository for employability data. Employers will also be invited to join the platform. Targeted surveys disseminated through the emailing/messaging system of the platform will aim to gather feedback on curriculum and market needs to ensure alignment with industry.</p> <p>Beginning of the upcoming academic year and based on your recommendation, the Internal Quality Assurance Committee will conduct an annual review of information collected through this platform. This will include data on graduate employment status, job roles, perceived skills gaps, market needs and reflections on the industry relevance of the programme. Additional information from selected employers will be collected through structured interviews aiming to gather qualitative data on curriculum relevance to market needs and upskilling and reskilling requirements.</p> <p>The findings of the annual review will be used to inform curriculum improvements, ensuring that stakeholder insights are consistently integrated into our programmes.</p>	<p>Choose level of compliance:</p>

<p>equipment and space is also needed.</p>	<p>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.</p> <p>The board will meet once each academic year to review curriculum updates, discuss emerging industry trends, advise on graduate skill requirements and contribute to external benchmarking activities. Importantly the board will offer insights on cross-disciplinary challenges and approaches to solving real industry problems that will inform curriculum updates and future programmes.</p> <p>The validation and approval of public information lies within the responsibilities of the Internal Quality Assurance Committee of the College.</p> <p>We acknowledge the committee's concern regarding the alignment of our food and service labs with our quality assurance expectations. In order to avoid disruption of classes, we are requesting that the required improvements to the food laboratory take place in the summer of 2026. This extension would allow us to plan upgrades in a structured manner and ensure that the final outcome meets both academic and industry standards.</p> <p>Following the committee's comment, we identified that although we maintain quality assurance processes for teaching and learning, we did not have a dedicated policy governing the standards, evaluation and continuous monitoring of teaching and learning spaces. To address this gap, we have developed a Quality Assurance Policy for Teaching and Learning Spaces which sets out clear criteria for suitability, safety, hygiene, digital readiness, equipment adequacy, accessibility and overall fitness for purpose (ANNEX 2).</p> <p>The policy also establishes procedures for routine inspection, reporting, corrective actions and documentation, thereby ensuring that the physical</p>	
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	<p>learning environment is monitored in a structured and systematic manner. This policy was reviewed and formally ratified by the Internal Quality Assurance Committee during its meeting on the 8th of December 2025. It will guide both the planned upgrades of the food and service labs and the ongoing enhancement of all instructional spaces across the college.</p>	
<p>Design, Approval, Monitoring & Review</p> <p>The programme's design is comprehensive and aligned with institutional strategy; however, certain limitations affect its effectiveness. There is limited evidence of formal external academic review during monitoring phases, which is critical for maintaining academic rigor. Industrial placement, while valuable, is optional, reducing guaranteed practical exposure for all students. Additionally, the absence of curriculum mapping tools, such as rubrics linking learning outcomes to assessments, may hinder consistent evaluation of student achievement. Outgoing student mobility is constrained by visa issues, limiting international exposure and the benefits of global learning experiences.</p> <p>Recommendations:</p> <p>To address these gaps, industrial placement should be made mandatory or supplemented with structured alternatives like virtual internships. Introducing curriculum mapping and assessment rubrics will ensure clear alignment between course-level and programme-level outcomes. Formalizing external academic audits during each review cycle will provide benchmarking against international standards. Finally, developing visa facilitation partnerships or implementing virtual exchange programmes can</p>	<p>We acknowledge the value of structured external academic review as part of ongoing monitoring and quality enhancement. While we engage with external evaluators during accreditation and reaccreditation processes, we recognise that regular external academic input during interim review cycles would strengthen benchmarking and academic rigor.</p> <p>To address this, we have formalised a process for external academic audits to take place during each programme review cycle. We have developed clear criteria for selecting reviewers with relevant disciplinary expertise and professional standing, along with a standard set of review questions aligned with our internal monitoring framework. Kindly refer to ANNEX 3.</p> <p>External reviewers will be invited to examine programme performance data, sample assessments, curriculum updates and student feedback. Their findings will be kept on record, considered by the Internal Quality Assurance Committee and incorporated into action plans for continuous improvement.</p> <p>We recognise the importance of practical experience in preparing students for employment and agree that it would be beneficial for the programme. However, the inclusion of mandatory industrial placement is not permitted by the Ministry of Education, Sport and Youth.</p> <p>We acknowledge the committee's observation regarding the need for clearer curriculum mapping tools and rubrics that explicitly link learning outcomes to assessments. To address this, we have formally introduced structured assessment rubrics across relevant modules, ensuring transparent and consistent evaluation of student achievement. These rubrics, included</p>	<p>Choose level of compliance:</p>

<p>help overcome mobility barriers and enhance the programme's international dimension.</p>	<p>in ANNEX 4, outline clear performance criteria and achievement levels. The Written Assignment Rubric and the Oral Assignment Presentation Rubric provide explicit benchmarks for organisation, background research, methodology or analysis, conclusions, oral presentation, understanding of topic and communication of results.</p> <p>An instruction was issued to all lecturers to apply these rubrics where relevant to their modules and to ensure that each assessment is explicitly mapped to the corresponding learning outcomes. This requirement strengthens consistency across the programme and ensures alignment between course level and programme level outcomes. Through the adoption of these rubrics and the formal directive to implement them, we have established a clear system for linking learning outcomes to assessment criteria and maintaining consistency in marking and feedback across the programme.</p> <p>It has long been the strategy of our College to establish exchange programmes with international institutions, thereby offering students diverse perspectives and experiences. As mentioned to the EEC during their visit, we acknowledge the challenge of securing Erasmus VISAs, as the majority of our students currently originate from third countries. To address this structurally rather than temporarily, we outlined our plan to diversify the student body by targeting local, EU and Council of Europe students through a horizontal diversification and academic repositioning strategy across new study programmes.</p> <p>This strategic shift is directly connected to our decision to change our institutional name from the College of Tourism and Hotel Management to the broader and more inclusive Delphi College. The name change reflects our expanded academic scope beyond tourism and hospitality and is designed to attract a wider demographic of applicants from regions where VISA restrictions do not impede participation in Erasmus mobility.</p> <p>We had informed the EEC that this application was pending at the time of the visit, and we now have official approval from the Ministry of Education,</p>	
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	<p>Sports and Youth, attached as ANNEX 5. The successful integration of students from these regions will both alleviate the VISA-related barriers to outgoing mobility and enable us to fulfil our objective of providing a truly international and diverse educational experience.</p> <p>Finally, we have instructed our Erasmus Coordinator to contact our partner institutions to examine the possibility of offering virtual Erasmus options.</p>	
<p>Public Information</p> <p>Although the programme publishes essential details such as structure, admission criteria, and assessment policies online, there are notable shortcomings. Graduate employment statistics and alumni success stories are not regularly updated, limiting prospective students' ability to assess career outcomes. Additionally, there is no evidence of external validation of published information, which could raise concerns about accuracy and credibility.</p> <p>Recommendations:</p> <p>The College should publish annual graduate employment reports and feature alumni testimonials to showcase real-world success and strengthen the programme's appeal. Engaging external auditors or professional bodies to validate public information will enhance trust and accountability. Including industry trend insights and updates on programme relevance will further demonstrate responsiveness to market needs. Improve the website functionality with a seamless design that does not force visitors to download files and update records, such as the full faculty CVs</p>	<p>As mentioned earlier, we recognise the importance of maintaining structured and continuous engagement with alumni in order to track employability outcomes and support evidence-based programme improvement. Since most of our students originate from third countries, employer feedback is often difficult to obtain once graduates return to their home countries. For this reason, alumni engagement is the most reliable mechanism for collecting employment data and success stories.</p> <p>To address the committee's recommendation, we are developing a dedicated Alumni platform. As mentioned earlier, this platform will enable continuous communication with graduates, facilitate updates on their career progression and function as a structured repository for employability data. It will also include functionality for collecting and managing graduate employment information at 6 and 12 months after graduation.</p> <p>Once operational, the platform will support the annual review process conducted by the Internal Quality Assurance Committee, which will analyse graduate employment status, job roles and reflections on programme relevance. The system will also allow us to generate annual graduate employment reports that include indicators such as Graduate Employment Rate and Employment in Field of Study. These reports will be published on our website to provide prospective students with transparent and up to date information on career outcomes.</p> <p>In parallel, alumni success stories gathered through the platform will be used to develop testimonials</p>	<p>Choose level of compliance:</p>

	<p>that highlight real world achievements and strengthen the programme's appeal. We are currently awaiting a final proposal for the alumni system from a technology provider in Spain while also evaluating Classter. Should neither option prove suitable, we will proceed with a local developer in Cyprus. Regardless of the final vendor, we remain committed to implementing this system and publishing annual graduate employability reports supported by verified alumni data.</p> <p>Although these discussions currently take place internally during programme review, we agree that presenting regular insights into industry trends and clearly demonstrating how the programme responds to evolving market needs will strengthen relevance.</p> <p>We are introducing an annual industry trends brief that highlights developments in tourism, hospitality, digital technologies and workforce requirements. This brief will be prepared by the Programme Coordinator with input from teaching staff and industry partners and will be published (and regularly updated) on our website.</p> <p>We will proceed with the proposed change to improve our website's functionality and will keep this in mind for the launch of our new website in fall 2026, when our name change takes effect.</p>	
<p>Information Management The institution collects data on student progression, satisfaction, and dropout rates, but there are gaps in strategic data utilisation. There is no explicit mention of key performance indicators for employability or systematic industry trend analysis. Furthermore, evidence of data sharing with external stakeholders or professional networks is limited, reducing opportunities for collaborative improvement.</p> <p>Recommendations: To optimise information</p>	<p>We acknowledge the committee's observation regarding the limited utilisation of the data we already collect on student progression, satisfaction and retention. With the ongoing digital upgrade, the implementation of Classter will allow these datasets to be centralised, monitored and analysed in a systematic and consistent way. Canvas LMS will also support this process by providing structured course level data on student activity, engagement and assessment performance. In parallel, the Alumni Platform will enable the collection and analysis of graduate data to support longer term programme evaluation. These combined systems will allow the Internal Quality Assurance Committee and management to analyse relevant data on a continuous basis and to use the findings</p>	<p>Choose level of compliance:</p>

<p>management, the College should define and monitor key performance indicators related to graduate employment, employer satisfaction, and skill gaps. Establishing data exchange agreements with industry associations will enable robust trend analysis and informed decision-making. Additionally, involving students and staff in data-driven workshops will foster a culture of continuous improvement and shared responsibility for programme development.</p>	<p>to develop action plans, inform policy updates and reinforce processes that promote substantive student engagement and learner centred education.</p> <p>We recognise the importance of systematic industry trend analysis for programme development. While we do not engage in data-sharing agreements, we routinely extract and review information published by industry associations and sector bodies to inform curriculum updates and programme planning. These sources provide valuable insights into market developments, skills needs and employability trends. As our digital upgrade progresses, the forthcoming implementation of Classter, the Alumni Platform and Canvas will further support our ability to organise and analyse relevant data. This combined approach will enable the Internal Quality Assurance Committee to monitor key indicators and make informed decisions.</p> <p>We acknowledge the observation regarding limited evidence of data sharing with external stakeholders and professional networks. As noted earlier, the development of the Alumni Platform will enable structured collection of employability related data, which will support the definition and monitoring of KPIs linked to graduate employment, career progression and identified skill gaps. Employer satisfaction will continue to be captured through internship supervisor feedback and, where possible, through alumni mediated input from employers in third countries. Data emerging from Classter and Canvas will support reporting and analysis for these purposes. Findings reviewed by the Internal Quality Assurance Committee will be presented to the Industry Board for discussion, ensuring that external stakeholders contribute to programme reflection and decision making. In addition, reflective workshops will be held with students, lecturers and industry experts, strengthening data informed dialogue and promoting a culture of shared responsibility for the continuous improvement of the programme.</p>	
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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 that promotes the consistent use of student-centred and participatory methods across all lecturers.	<p>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 6.</p> <p>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.</p>	Choose level of compliance:
Adopt a more flexible assessment strategy.	For all modules, 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	Choose level of compliance:

	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 the relevance of internships, how well they align with the courses, and spread the workload from the single person currently responsible.	We maintain an Internship Logbook and Practical Training Guide, completed by both employers and students, which provides structured feedback on the placement experience (ANNEX 7). To broaden staff involvement and support more effective coordination, the Academic Director will also assist Roxana Michaelides in overseeing the internship process moving forward.	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 8 .	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 9 , where lecturers have engaged in seminars, courses, conferences and webinars on	Choose level of compliance:

	<p>artificial intelligence, digital marketing and emerging teaching tools.</p> <p>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.</p> <p>Our staff will be fully trained by our partner Gear Education on digital tools once the system is fully in place.</p> <p>Opportunities for enhanced collaboration and social interaction among staff will also be promoted through shared training activities and participation in development initiatives.</p>	
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.	<p>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.</p> <p>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 <i>Tourism Today Journal</i>. 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.</p> <p>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.</p> <p>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</p>	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 10**); 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 11**).

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, peer-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 12). 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 13 .	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:
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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 need urgent modernisation.	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: Establish formal industry advisory boards and integrate systematic employer and alumni feedback into curriculum development.	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:
Curriculum Design: Make industrial placements mandatory, introduce curriculum mapping tools and assessment rubrics, and formalise external academic audits.	Industrial placements cannot be made mandatory under the current regulations of the Ministry of Education, Sport and Youth of the Republic of Cyprus, but we continue to strengthen their structure and relevance. Curriculum mapping tools and assessment rubrics are being introduced through the ongoing curriculum review process, and external academic audits will be formalised through scheduled reviews conducted with the Internal Quality Assurance Committee and external partners where applicable.	Choose level of compliance:
Transparency: Publish graduate employment data and engage external bodies to validate public information.	Graduate employment data will be collected through the Alumni Platform and published once the system is fully operational. Validation of public information will be carried out by the Internal Quality Assurance Committee, which is responsible for reviewing and approving all quality related material before publication.	Choose level of compliance:
Resources and Inclusivity: Upgrade physical facilities, particularly food production and service labs, improve classroom environments and overall college appearance, and implement clear strategies to	As previously noted, we are requesting an extension to the Summer of 2026 to proceed with the required upgrades to the food production and service labs.	Choose level of compliance:

<p>support students with disabilities and neurodiversity.</p>	<p>In the meantime, we have developed a focused facilities upgrade plan which prioritises improvements to classroom environments through targeted technological and spatial enhancements. Through the THALEIA 2021 to 2027 Scheme for Digital Upgrade, we acquired modern equipment to enhance learning spaces. Room 12 on the fifth floor, which was used during the evaluation meeting, is currently being redesigned into a state of the art modern classroom that reflects contemporary standards for higher education learning environments. The upgrade works in Room 12 have already begun as of early December, and an interactive viewboard and other equipment will be added in January (current purchases shown as ANNEXES 14 & 15). The digital upgrades will support the provision of online education and flexible learning.</p> <p>Although we already have a basic Students with Disabilities and Learning Difficulties policy, which encourages disclosure, bases admission decisions on academic ability, and provides special arrangements and learner support services where needed, we have now developed a more detailed and structured policy. This new policy, in line with relevant legislation, was drafted and approved during the meeting of the Internal Quality Assurance Committee referenced above, and is included as ANNEX 16. It sets out clearer procedures for identifying support needs, documenting reasonable adjustments, and assigning responsibilities to designated staff.</p>	
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<p>Research Integration: Strengthen the link between research and teaching to foster scholarly engagement and innovation.</p>	<p>We are strengthening the link between research and teaching through the integration of research based material into modules, the requirement for lecturers to use and report on EBSCO sourced papers, and the establishment of a five member research team preparing applications for EU and national funding. These actions support greater scholarly engagement and ensure that teaching remains informed by current research and sector developments.</p>	<p>Choose level of compliance:</p>
<p>Admissions and Progression: Document admission decisions more systematically, including annual analysis of admission procedures and outcomes. Develop a formal written policy for recognition of prior learning and credit transfer aligned with international recognition bodies, and publish these on the College website. Implement a standardised system to track students at risk early and trigger timely interventions. Clarify the pedagogical rationale behind existing progression thresholds (e.g., attendance, failed modules).</p>	<p>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. The pedagogical rationale behind existing progression thresholds has been clarified, with attendance and limits on failed modules linked to ensuring student engagement, acquisition of essential competencies and readiness for progression.</p>	<p>Choose level of compliance:</p>

C.



D. Higher Education Institution academic representatives

Date: 11 Dec 2025

