

Date: 18/08/2025

## Higher Education Institution's Response

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

- **Town:** Nicosia

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

**In Greek:**

Διοίκηση Επιχειρήσεων (18 μήνες, 90 ECTS,  
Μεταπτυχιακό)

**In English:**

Business Administration (18 months, 90 ECTS, MBA)

- **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       |
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| <ul style="list-style-type: none"> <li>Although in existence, many processes are quite informal (quality assurance, programme upgrades, students progression, etc.) and need be formalised and structured. This will increase clarity, fairness and manageability in the future if expansion plans come to fruition. The formalisation and standardisation of internal quality processes is important for an improved more systematic monitoring and review of the programme of study.</li> </ul> | <p>Please see attached:</p> <p><b>ANNEX 1 - INTERNAL RULES &amp; REGULATIONS</b> as submitted to the Cyprus Ministry of Education, Sport and Youth in November 2024 (translated into English). This document includes – among other sections – a relevant section on <i>“Registration, examination, grading, promotion and discipline of Students”</i> (page 17).</p> <p><b>ANNEX 2 - QUALITY ASSURANCE BOOKLET – POLICIES &amp; REGULATIONS</b>, last reviewed in July 2025, which <i>“describes and establishes the main pillars of our institutional Qualitative Assurance system”</i>.</p> <p>The above documents are confirmatory of, and complimentary to, the information provided in the MBA Accreditation Application, particularly in relation to the section <b>“Internal quality assurance regulations of the programme of study”</b>, which covers – among other areas – the policy and process of risk assessment and sustainability of programmes of study, monitoring, evaluation and revision of programmes of study, re-evaluation, readjustment and updating of course material, and the management of the programme of study.</p> | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Along similar lines, it was unclear how the progression process worked for students.</li> </ul> <p>Clarity should be provided to explain this formally (pass marks, the timing, structure and regulation of resits) and possibly bring it in line with the rest of the sector. A formal exam board should be considered too.</p>                                                                                                                           | <p>Our Internal Rules &amp; Regulations, presented as <b>ANNEX 1</b>, as well as relevant sections of the application, clearly indicate the pass mark for standard semester assessments. Regarding the pass mark for resit examinations, please refer to the paragraph below. This will be formally included in our official documentation (website, prospectus, and student handbook) going forward.</p> <p>For the Spring semester, resits are held during the third week of September, providing a timely opportunity for students who did not pass during the standard examination period. For the Fall semester, resits take place in the third week of January, immediately after the conclusion of the January examination period. These are reflected in the academic calendar, which is published prior to the start of each year and disseminated to students. These scheduled periods are consistent with the broader higher education sector in Cyprus, where resit exams typically occur shortly before the commencement of the new academic semester. Students who successfully pass a course through a resit will have</p>             | Choose level of compliance: |

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|                                                                                                                                                                                                                                                                                                                                                   | <p>their grade capped at the minimum passing mark of 50%, regardless of their actual score in the resit exam. This is in line with standard academic practice across higher education institutions in Cyprus.</p> <p>We note the committee's recommendation regarding the establishment of a formal exam board. In order to address this, we recommend that the responsibilities of an exam board are assigned to the Academic Committee. This committee already undertakes key academic functions, including assuring effective and continuous student assessment, conducting analysis and recommending improvements to assessment processes, and deciding on actions for students with unsatisfactory academic performance. Expanding its responsibilities to formally include exam board duties ensures that this function is integrated into existing procedures.</p> |                             |
| <ul style="list-style-type: none"> <li>• There was some ambiguity with respect to student intake and graduation numbers and how they fluctuated because of the 18-27 month completion times. Also, we only got to meet two MBA students during the site visit.</li> </ul>                                                                         | <p>The intake numbers are specific at the beginning of the semester and depend on the number of received applications and our capacity. The ambiguity on graduation numbers relates to the fact that students are allowed by law to extend their study period by 9 months, something they generally take advantage of.</p> <p>We appreciate the comment regarding the limited interaction with MBA students during the visit. While we had arranged for six students to attend, only two ultimately participated. We recognise that this did not offer a fully representative student perspective and will take steps to ensure stronger participation in future visits.</p>                                                                                                                                                                                              | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• It is recommended that data on the employability of their graduates, 6 or 12 months after graduation, is collected. This is an important quality indicator for marketing purposes, and an essential piece of information for the institution in terms of programme effectiveness and updates.</li> </ul> | <p>As mentioned further down in this report, as part of the upcoming upgrade of our IT systems, we plan to develop a dedicated platform to support a structured alumni network, enabling continuous engagement with graduates, including those based internationally. As part of this particular component, the upgraded IT systems will include functionality to collect and manage employability data at 6 and 12 months after graduation, helping us better understand graduate outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                          | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• If the college aims to increase the quality of provision, more rigorous admission criteria might be a good idea.</li> </ul>                                                                                                                                                                              | <p>Our admission criteria are in line with the ones set by the Cyprus Ministry of Education, Sport and Youth and which apply to all colleges and universities in Cyprus.</p> <p>We have, however, made a note to discuss your suggestion to enforce more rigorous admission criteria for our upcoming new programmes of study in the relevant Internal Quality Assurance meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Choose level of compliance: |

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| <ul style="list-style-type: none"> <li>• The institution could identify and measure important quality data and key performance indicators on an annual basis, to improve monitoring and contribute to more informed decisions.</li> </ul> | <p>In our recent response to the EEC committee for the reaccreditation of our programme Hotel Administration (2 academic years, 120 ECTS, Diploma), and in response to a relevant request by the EEC, we have upgraded our KPIs, as of Spring 2025, as follows:</p> <p><b><u>Programme Feasibility</u></b></p> <ul style="list-style-type: none"> <li>• Student Enrolment in Semester</li> </ul> <p><b><u>Academic Performance and Achievement</u></b></p> <ul style="list-style-type: none"> <li>• Graduation Rate: The percentage of students who complete the Programme.</li> <li>• Time to Graduation</li> <li>• Retention Rate: The percentage of students who continue from one academic year to the next. (To replace Drop-out Rate)</li> <li>• Average Grade Point Average (GPA): The mean GPA of students within the Programme.</li> <li>• Course Completion Rate: The percentage of students who successfully complete each course.</li> </ul> <p><b><u>Student Satisfaction</u></b></p> <ul style="list-style-type: none"> <li>• Student Satisfaction: (based on course coordinator's questionnaires, "Programme of study" evaluation section).</li> </ul> <p><b><u>Diversity and Inclusion</u></b></p> <ul style="list-style-type: none"> <li>• Diversity of Student Body: Metrics on the diversity of the student population (e.g., ethnicity, gender, international students).</li> </ul> <p>We have attached the relevant KPI measurements as <b>ANNEX 3</b>.</p> <p>In due time (i.e. once to Alumni platform is up and running), we will add a further category "Graduate Employability" to which we will add</p> <ul style="list-style-type: none"> <li>• Graduate Employment Rate: Percentage of graduates employed within 6 or 12 months of graduation.</li> <li>• Employment in Field of Study: Percentage of graduates working in a role related to their programme.</li> </ul> | <p>Choose level of compliance:</p> |
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| <ul style="list-style-type: none"> <li>• The development of a Student Management System is important for effective information management.</li> </ul>                                                                                                                  | <p>As outlined in our application under the Scheme for Digital Upgrade (THALEIA 2021-2027 - Submitted Application - File No.: 13.32.089.002.426), a central part of our proposed investment is the implementation of <b>Classter</b>, a comprehensive cloud-based ERP specifically for higher education. This will integrate our academic, administrative and financial processes into a unified system, covering student admissions, records, communication, payments, CRM functions, and reporting. This directly addresses the need for a robust Student Management System, moving away from our current fragmented processes (Excel, emails, manual files) to an automated, data-driven environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>• The development of a platform/system (instead of Excel) for managing student evaluations will facilitate the effective monitoring of student satisfaction regarding lecturers, courses and the programme of study.</li> </ul> | <p>As outlined in our application (THALEIA 2021-2027, section 10.2), we are implementing <b>Classter</b>, “a comprehensive system for managing educational and administrative functions,” together with <b>Canvas LMS</b>, to replace “the maintenance of data in isolated spreadsheets or local folders.” This transition will enable systematic collection and analysis of student evaluations and satisfaction, ensuring “the creation of real-time reports, monitoring of performance indicators, and identification of students who require support” (section 10.1). This directly addresses the need for structured monitoring of satisfaction with lecturers, courses, and the programme of study. <i>(All excerpts are direct translations from our submitted application document.)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |
| <ul style="list-style-type: none"> <li>• The programme could benefit from an expansion of its academic staff to include more PhD holders, especially in view of the planned growth.</li> </ul>                                                                         | <p>We acknowledge the importance of strengthening our academic team and confirm our intention to expand staff capacity by recruiting additional PhD holders, in alignment with the programme’s planned growth and academic development objectives. As we expand into new programmes of study, we will be actively seeking PhD holders in the relevant disciplines. We have already provisionally hired Dr. Kyriakos Christodoulides, a Data Science expert, whose background includes Theoretical Particle Physics. He will initially join us on a part-time / test basis to contribute to teaching and the development of an AI-focused programme. He has been assigned to teach <b>COM501 – Management Information Systems</b> which is currently taught by a non-PhD lecturer, Constantinos Adamides. The candidate is a seasoned educator, having delivered specialised lectures on artificial intelligence for the MBA programme at Brunel University, where he engaged both academic staff and students on the application of AI in business decision-making. He has also led targeted training sessions for professional bodies such as the Network of Independent Forensic Accountants (NIFA) and for prominent organisations in the legal and procurement sectors, supporting the integration of AI-driven practices into their workflows. Additionally, he has presented at national and international conferences and authored a</p> |                                    |

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|                                                                                                                                                                                                              | range of industry-relevant and accessible publications that translate academic research into real-world applications in AI and data science. His CV is attached as <b>ANNEX 4</b> . We are also looking for other prospective candidates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <ul style="list-style-type: none"> <li>• Regularly updating course content to include emerging trends like digital marketing, artificial intelligence, practices will keep the programme relevant</li> </ul> | Our faculty members are actively engaged in continuous professional development by participating in a wide range of seminars, courses, conferences, and webinars that focus precisely on emerging trends such as artificial intelligence, digital marketing, and next-generation teaching tools. As shown in <b>ANNEX 5</b> , their involvement spans diverse topics including AI applications in language courses, sustainable business growth through AI, prompt engineering, and digital marketing tools. This ongoing commitment ensures that our programme content remains current, relevant, and aligned with the evolving needs of the industry. We fully intend to strengthen these efforts even further, continuously integrating new knowledge and practices into our curriculum to uphold the highest standards of academic excellence. |  |

## 2. Student – centred learning, teaching and assessment

(ESG 1.3)

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                   | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | For Official Use ONLY              |
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| <ul style="list-style-type: none"> <li>Continuing to establish exchange programmes and collaborative projects with international institutions can provide students with diverse perspectives and experiences.</li> </ul> | <p>It has long been the strategy of our College to establish exchange programmes with international institutions, thereby offering students diverse perspectives and experiences. In the SWOT analysis presented to the Committee, we highlighted the challenge of securing Erasmus VISAs, as the majority of our students currently originate from third countries. As a strategic response, 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. This strategy was the reasoning behind our name change from College of Tourism &amp; Hotel Management to the more generic and encompassing name Delphi College (we had mentioned this application for a name change to the EEC, which was still pending at the time of the visit; we now have official approval from the Ministry of Education, Sports and Youth, attached as <b>ANNEX 6</b>. The successful integration of students from these regions will effectively resolve the VISA challenge while enabling us to fulfil our objective of providing a truly international and diverse educational experience.</p> <p>We have now also actively started efforts to establish and collaborations and projects with international institutions.</p> <p>As also mentioned in the following section, we have signed a Memorandum of Understanding with the Circular Economy Alliance (CEA). Though based in Cyprus, it also has a global reach and operates outside of Cyprus. The organization is involved in projects and collaborations internationally. They bring together various stakeholders to promote circular economy principles across different sectors and disciplines, including research, training, and policy development. The MoU – among other things – aims in enabling students to participate in consultancy projects and research initiatives – including EU funded projects – centred on the circular economy transition, directly aligned with EU Green Deal priorities. The MoU is attached as <b>ANNEX 7</b>.</p> <p>Similarly, and as also noted below, another Cyprus-based yet globally connected company we collaborate with, is Gear Education, the officially recognised Google for Education partner in Cyprus. This EdTech company has been commissioned and is currently working with us towards our full digital-transition, including introducing our</p> | <p>Choose level of compliance:</p> |

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|                                                                                                                                                                                                                                                                                      | <p>students to innovative educational technologies, and as per our MoU (<b>ANNEX 8</b>), may also provide placement opportunities in digital transformation projects within the education sector.</p> <p>Another company we have signed an MoU with (<b>ANNEX 9</b>), is Novel Intelligence (<a href="https://novelintelligence.ai/">https://novelintelligence.ai/</a>), a UK-based specialising in Business Analytics, who have also been commissioned to help us develop a new Masters Programme.</p> <p>Lastly, our College has also applied to join the <b>EU Pact for Skills (ANNEX 10)</b>, an initiative of the European Commission that fosters collaboration between education providers and international partners. This engagement further supports the Committee's recommendation by creating structured opportunities for exchange programmes, joint projects and cross-border cooperation. At this point, our application is pending.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |
| <ul style="list-style-type: none"> <li>• Practical training opportunities appear to be still mainly related to the hospitality sector. Stronger links with broader industry would be beneficial both to the MBA programme and to the institution's plans for development.</li> </ul> | <p>We recognise that strengthening links with the wider industry will enhance both the MBA programme and the institution's overall strategic development. The College has already initiated steps to broaden its academic and professional orientation beyond the hospitality sector.</p> <p>As part of our transition and rebranding, the Career Office (comprising Elias Elia, Ioannis Karayiannis, and Roxana Michaelides), in close collaboration with and under the guidance of our Director of Business Development, Chrysostomos Adamides, is actively developing partnerships with a range of organisations and businesses. These efforts extend to fields relevant to our current programmes, including the MBA, as well as to programmes currently under development.</p> <p>These strategic partnerships are designed to create valuable opportunities for student engagement, practical learning, and career advancement. They reinforce the applied dimension of our curriculum while supporting the employability of our graduates.</p> <p>One of our notable collaborations is with Gear Education, the officially recognised Google for Education partner in Cyprus. As mentioned above, Gear Education introduces students to innovative educational technologies and, as agreed, may offer placements in digital transformation projects within the education sector.</p> <p>We also maintain a partnership with the Centre for Sustainable Growth, a start-up specialising in consulting and proposal development for EU-funded projects. Through this collaboration, students will have the opportunity to engage in live projects or internships that</p> | Choose level of compliance: |

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|                                                                                                                                                                                                                                       | <p>strengthen their skills in sustainability-oriented business strategy. The relevant MoU is attached as <b>ANNEX 11</b>.</p> <p>As mentioned in the previous “Action Taken by the Institution” above, our cooperation with the Circular Economy Alliance (CEA) – which we often collaborate with in our effort to embed the issue of sustainability in our current and new modules – further enables students to participate in consultancy projects and research initiatives centred on the circular economy transition, directly aligned with EU Green Deal priorities.</p> <p>Finally, we are engaged with several technology-related companies, where the scope of collaboration under discussion varies. While many of these discussions relate to the registration of new programmes of study, potential student work placements remain a consistent consideration.</p> <p>These partnerships provide students with practical exposure, collaborative learning opportunities, and potential pathways to employment or professional mentorship.</p> |                             |
| <ul style="list-style-type: none"> <li>• Improvements could be made in the dissertation guidelines, mainly related to the dissertation structure, research methodology and methods of data collection.</li> </ul>                     | <p>Following your recommendation, the dissertation guidelines have been revised accordingly. The structure is now clearly stated, and Research Methodology, Research Methods, and Data Collection Techniques are clearly defined and separated. The revised guidelines are attached as <b>ANNEX 12</b>, and all changes have been highlighted in yellow within the document for ease of reference.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• The assessment criteria for course assignments and student performance should be clearly detailed in the course outlines and communicated more effectively to students.</li> </ul>           | <p>Although the Course Outline specifies the grading breakdown, it is often presented simply as X% Coursework and X% Final Exam (commonly 50 – 50). In such cases, lecturers will be required to define in advance how the coursework will be allocated (e.g. tests, assignments, quizzes, presentations) and indicate the grade weight of each assessment type. The Course Outlines must then be updated accordingly before being uploaded to Google Classrooms. Furthermore, for course assignments and presentations, standardised rubrics have been developed and are to be applied by all lecturers concerned (please refer to <b>ANNEX 13</b>).</p>                                                                                                                                                                                                                                                                                                                                                                                                 | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• Additional questions could be added in the student questionnaire allowing them to evaluate whether the programme helped them achieve specific knowledge, skills, and competencies</li> </ul> | <p>Subject to your approval, we will adjust the questionnaire questions to include knowledge, skills and competencies as follows:</p> <ol style="list-style-type: none"> <li>1. The individual courses in the programme are well selected and complement each other.</li> <li>2. The programme objectives so far are covered.</li> <li>3. The programme has provided me with up-to-date knowledge relevant to my industry/sector.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Choose level of compliance: |

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|  | <ul style="list-style-type: none"><li>4. The programme has improved my problem-solving and decision-making skills.</li><li>5. The programme has improved my capacity to apply theory to real-world business situations.</li><li>6. Our feedback through our representative regarding the programme is taken into consideration</li></ul> |  |
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### 3. Teaching staff

(ESG 1.5)

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                 | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | For Official Use ONLY       |
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| <ul style="list-style-type: none"> <li>Staff numbers may need to increase as workloads appear quite substantial already. That is also dependent on student intakes, which were somewhat unclear to the EEC.</li> </ul> | <p>As noted in the relevant comment in your section 1 “<i>Study programme and study programme’s design and development</i>” above, we have already hired Dr. Kyriakos Christodoulides, and are looking for other prospective candidates.</p> <p>As also noted in the same section, the intake numbers are specific at the beginning of the semester and depend on the number of received applications and our capacity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>Further efforts should be made to attract and retain high-quality teaching staff.</li> </ul>                                                                                    | <p>As mentioned in section 1, “<i>Study programme and study programme’s design and development</i>”, we have hired Dr. Kyriakos Christodoulides, who we feel fits the profile of high-quality teaching staff, while we are also looking to hire further high-calibre staff.</p> <p>In terms of retention of such staff, we have a twofold strategy. Firstly, our diversification strategy into new fields of study expands the pool of potential candidates, while the diversification of the student body and the development of collaborations with institutes and institutions make the College a more attractive destination. Secondly, where possible, we will provide other incentives to these staff members. For example, we have already made a preliminary agreement with Dr. Kyriakos Christodoulides to pay for his consultation services to help us develop an MSc in AI in Business and/or relevant programmes. The deal includes assigning more modules to him when the programme starts, appointing him as Course Coordinator, and continuing to use his consultant role for anything beyond his agreed duties. Our intention is to make similar agreements with other good candidates.</p> | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>More emphasis and support could be given to research time and research outputs.</li> </ul>                                                                                      | <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,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Choose level of compliance: |

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|  | <p>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 application for the Erasmus+ KA220-HED project Circular Game: Circular Hospitality Gamification. As part of this consortium – which includes the University of Ioannina, LudusXR, Ioannina Region Hotels Association, the Institute for Technology Transfer and Innovations, and CEA Economic Alternative Services Ltd – COTHM contributes its expertise in tourism, hospitality, and business management education. Specifically, COTHM is engaged in developing and implementing innovative curricula that integrate circular economy principles and support practical, industry-relevant training. By participating in the creation and pilot testing of the project's educational tools and micro-certification framework, COTHM ensures that applied research is directly linked to enhancing student skills and aligning higher education with evolving sustainability priorities. We intend to make further applications for EU funded programmes including Erasmus+. The application in question (which is in the reserve list) is attached as <b>ANNEX 14</b>.</p> <p>We have also recently finalised our “Regulations and procedures of research work”, which we attach as <b>ANNEX 15</b>.</p> <p>In addition, we have included in all our MoUs mentioned above a special clause to enable student participation in research / projects. A further such MoU not previously mentioned was signed with the Cyprus Sustainable Tourism Initiative (CSTI), presented as <b>ANNEX 16</b>.</p> <p>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.</p> |  |
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#### 4. Student admission, progression, recognition and certification

(ESG 1.4)

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                                                                                                                                           | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | For Official Use ONLY       |
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| <ul style="list-style-type: none"> <li>• A clearer, more formal specification of student progression rules and processes should be considered, as there were some conflicting messages throughout the site visit.</li> </ul>                                                                                                                     | <p>Kindly note that this issue has been addressed above; please refer to section <b>1. Study programme and study programme's design and development</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• A more proactive and systematic approach to tracking students after graduation should be considered, as this would provide valuable insights into career progression and be a source of valuable long-term feedback on the programme. It would also lead to useful employability statistics.</li> </ul> | <p>The new IT infrastructure described in section <i>1. Study programme and study programme's design and development</i>, will also support the implementation of a more systematic and proactive approach to tracking graduates, allowing us to gather long-term feedback and generate meaningful employability statistics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Choose level of compliance: |
| <ul style="list-style-type: none"> <li>• Investment in a general alumni network should also be considered. The international profile of graduates should not hinder this if implemented properly.</li> </ul>                                                                                                                                     | <p>As part of the upcoming upgrade of our IT systems, we plan to develop a dedicated platform to support a structured alumni network, enabling continuous engagement with graduates, including those based internationally.</p> <p>We are currently awaiting a final proposal from an IT company based in Spain. In parallel, we are also evaluating Classter. Should neither option prove suitable, we will proceed with identifying another developer locally in Cyprus. Regardless of the outcome, we are committed to moving forward with this project.</p>                                                                                                                                                                                                                                                                                                                                         |                             |
| <ul style="list-style-type: none"> <li>• Actions could be taken to improve graduation of students in a timely manner, i.e., over 18 months.</li> </ul>                                                                                                                                                                                           | <p>As outlined in Section 1: <i>Study Programme and its Design and Development</i>, students often make use of their legal right to extend the duration of their studies by up to 50%, primarily because the law permits them to work while studying.</p> <p>At the same we acknowledge the Committee's observation regarding the need to improve timely graduation, particularly within an 18-month period. Drawing on our past experience, students from Cyprus, the EU, and Council of Europe countries – whom we will further prioritise in our future recruitment – tend to complete their studies more quickly than our college's current demographic profile.</p> <p>In our most recent MA programme, Mediterranean Diet and Tourism, which is now in its third year and consists of a small cohort of Cypriot students, all students have graduated within the programme's normal duration.</p> |                             |

## 5. Learning resources and student support

(ESG 1.6)

| Areas of improvement and recommendations <b>by EEC</b>                                                                                                                                                                                               | Actions Taken by the Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | For Official Use ONLY              |
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| <ul style="list-style-type: none"> <li>• An integrated IT infrastructure will enable the COTHM not only to efficiently and effectively handle the day-to-day processes, but also to improve information management and quality processes.</li> </ul> | <p>This is exactly the core aim of our proposed investment. In section 10.1 of our application (THALEIA 2021-2027), we describe how the adoption of <b>Classter ERP</b>, <b>Canvas LMS</b>, and <b>Google for Education</b> will “integrate administration, teaching and data analysis,” improving “data integrity, reducing manual work, and supporting efficiency and effectiveness.” This unified IT infrastructure directly strengthens information management and our internal quality processes, ensuring systematic monitoring and continuous improvement. <i>(All excerpts are direct translations from our submitted application document.)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Choose level of compliance:</p> |
| <ul style="list-style-type: none"> <li>• A formal system of personal tutoring should be introduced to help students on a variety of issues including pastoral care. The reliance on the administrative staff is not sustainable.</li> </ul>          | <p>We acknowledge and appreciate the Committee’s recommendation regarding the introduction of a formal personal tutoring system. While we agree that a more structured and consistent approach would enhance student support, it is important to note that the College already has several elements in place that contribute to student wellbeing and guidance.</p> <p>These, as noted in our application for reaccreditation section 12. Study regulations, include faculty members’ existing obligation to provide at least four weekly hours for student mentoring and consultancy, as well as their role in academic advising. Other existing approaches include the course coordinator’s role as a mentor, the <i>BUS052 – Induction to MBA module</i>, the role of the Academic Affairs Officer and the access to a College Psychologist. The above have been included in the attached <b>ANNEX 16</b> which formalises personal tutoring and pastoring care per your request, and which will onwards be included in all relevant documentation of the college.</p> <p>Note that while the <i>BUS052 – Induction to MBA module</i>, is mentioned, as it is programme-specific, that part will be edited accordingly.</p> | <p>Choose level of compliance:</p> |

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

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

| Areas of improvement and recommendations <b>by EEC</b> | Actions Taken by the Institution | For Official Use ONLY       |
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## B. Conclusions and final remarks

| Conclusions and final remarks <b>by EEC</b>                                                                                                                                                                                 | Actions Taken by the Institution                                                                                            | For Official Use ONLY       |
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| More formal standard operating procedures would be better, e.g., more formal exam boards and programmatic reviews. The lack of an integrated IT infrastructure hinders efficient information management in the institution. | Please note that all issues mentioned in the conclusions and final remarks by EEC, have been replied in the sections above. | Choose level of compliance: |

C.

#### D. Higher Education Institution academic representatives

| <i>Name</i>           | <i>Position</i>                        | <i>Signature</i>                                                                    |
|-----------------------|----------------------------------------|-------------------------------------------------------------------------------------|
| Savvas Adamides       | Director                               |  |
| Antonis Thrassou      | Academic Director & Course Coordinator |                                                                                     |
| Andreas Christoforou  | Teaching Staff / Course Coordinator    |                                                                                     |
| Roxana Michaeilidou   | Teaching Staff                         |                                                                                     |
| Chrysostomos Adamides | Teaching Staff                         |                                                                                     |
| Susan Elfving         | Teaching Staff                         |                                                                                     |
| Lefteris Colocassides | Teaching Staff                         |                                                                                     |
| Elena Stavrou         | Administration Representative          |                                                                                     |
| Anastasia Halai       | Student Union Representative           |                                                                                     |
| Rubel Mahmud          | Student Union Representative           |                                                                                     |

**Date:** 18/08/2025