Doc. 300.1.2

Date: 19/11/2025

Higher Education Institution's Response

- **Higher Education Institution:**
  CTL EUROCOLLEGE

- **Town:** LIMASSOL

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

  In Greek:

  Διοίκηση Ξενοδοχειακών Μονάδων (4 έτη / 240 ECTS / Πτυχίο)

  In English:

  Hotel Management (4 years / 240 ECTS / Bachelor's Degree)

- **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
Updating some aspects of programme content by, for example, embedding digital hospitality systems (PMS/POS/channel management, revenue tools, CRM, analytics), sustainability reporting (GHG/energy/water/waste KPIs), update of course material for PR as well as advanced content for ICT would be of value to learners.	CTL Eurocollege has already implemented the use of Oracle Hospitality's OPERA Property Management System (PMS) as part of the Hotel Management Programme. The software is installed in the CTL Computer Laboratory and actively used in two core modules: **Front Office Procedures** (HTL 121): Students use OPERA PMS for guest reservations, check-in/check-out, room status updates, billing, and night audit procedures. **Housekeeping Operations** (HTL 122): Students apply the PMS to update room statuses, allocate cleaning tasks, and coordinate with Front Office operations. **Actions taken:** The syllabus of **Front Office Procedures** has been updated to explicitly reflect the use of the PMS under the course's teaching methodology and learning outcomes. The syllabus of **Housekeeping Operations** has been updated and now clearly specifies the use of PMS for practical application and departmental coordination. The syllabus of **Food & Beverage Management & Control** (HTL 311) has been updated to demonstrate the interface between PMS and POS systems, linking restaurant and bar charges to guest folios and supporting cost-control and revenue analysis. The syllabus of " **Facilities Management & Environment in the Hotel Industry** (HTL 227) has been revised to include a dedicated section on sustainability reporting and	Choose level of compliance:

	environmental performance metrics (GHG/energy/water/waste KPIs). The syllabus of **Public Relations** (MKT 120) has been updated. The syllabus of ICT I (CSC 101) has been upgraded and renamed to **Advanced ICT I** (CSC 103). **Please refer to Annex 1 "Revised syllabi".**	
There does not appear to be a formal Industry Advisory Committee/Council to support the programme and its strategic development.	The following procedure was issued and will be implemented as from Spring 26. **Aca_OIP_38** **Advisory Board for the Hospitality Industry** The Advisory Board for the Hospitality Industry is comprised of three professionals of the Hospitality Industry. The Advisory Board's primary role is to provide guidance, expertise, and recommendations to support the continues development and sustainability of the programmes in the Hospitality field. The mission of the Board is to support and promote the College in its programmes and activities. The members of the Board based on their professional expertise, provide support and guidance to maintain high quality education and to provide career opportunities to the graduates. **Action taken:** We have formed the Advisory Board. The board is comprised of: 1. Mr. Tasos Kapetanios Executive Director Odysseia Hotel Kapetanios 2. Mr. Evros Evripidou General Director Odysseia Hotel Kapetanios	Choose level of compliance:

	3. Mr. Andreas Demetriou (graduate of CTL Eurocollege and now employed at Tour operator Creative Tours. **Please refer to Annex 2 "Procedures"**	
Systematically collect external stakeholder input to inform the programme.	As mentioned above the following procedure was issued and will be implemented as from Spring 26. **Aca_OIP_38** **Advisory Board for the Hospitality Industry** **Please refer to Annex 2 "Procedures"**	Choose level of compliance:
Identify and exploit further opportunities to integrate emerging fields, for example Artificial Intelligence and digital transformation, which would increase the programme's relevance and competitiveness.	We would like to refer to our Academic Dean and Head of the Computing field Mrs. Konstantinou (Dr - Phd) and her recent actions regarding AI in Higher Education: Mrs. Konstantinou was invited as a lecturer in an Erasmus+ Teaching Mobility during June 2025 hosted by a non-profit organisation in Greece where she led 20 hours sessions on Artificial Intelligence in Higher Education, sharing practical tools, case studies, and hands-on workshops with over 60 academics from various universities acroos europe and other countries. Throughout the provided feedback by participants, her work empowered academics and administrators to integrate AI into academic and administrative practices — paving the way for smarter, more connected universities. **Please follow the link:** http://www.ctleuro.ac.cy/en/blog/erasmus-teaching-mobility-highlight Further to this she was re-invited to provide again a lecture on the same topic in Athens on 8-12 December 2025 regarding the same topic due to the high demand of participants on this topic. **The same training was also provided in-house by Mrs. Konstantinou, to our Faculty Members in Summer 2025.**	Choose level of compliance:

Further to this and in correspondence to our Institution's aim for social contribution, Mrs. Konstantinou was invited to talk about this topic on a TV Chanel in Cyprus, regarding the AI and its implications in Higher Education.

Please follow the links:
http://www.ctleuro.ac.cy/en/blog/ai-in-higher-education

https://youtu.be/Zc00i-knd2I

Further to the above we would also like to mention that the course "**Hotel Information Systems" (CSC 442) and Business Communications (BUS 102)** that were included in the structure of the programme and in the Doc 200_1 already included AI in their content.

Further actions taken:

We have revised the following syllabi to include proper use of AI in education**.**

- Public Relations (MKT 120)
- Academic Writing (ENG 103)
- Fundamentals of Marketing (MKT 120)
- Customer Service for the Hospitality Industry (MGT 123)
- Facilities Mgt & Environment in the Hotel Industry (HTL 227)
- Research Methodology (STA 301)

We have added on our website in the library section -General information Electronic Guides the following links:

AI Use Framework for Students in Higher Education (also included in the Student Handbook and

Artificial Intelligence (AI) Library Guide after approval granted from CUT University.

An Erasmus+ Blended Intensive Programme is planned to be organized by our College in the coming months intended for academics from

	partner universities providing sessions and workshops on AI in Higher Education. **Please refer to Annex 1 "Revised syllabi".**	
Make more formal use of industry stakeholders to advise on curriculum and academic/professional standards e.g., through establishment of an Industry Advisory Committee (or similar).	The following procedure was issued and will be implemented as from Spring 26. **Aca_OIP_38** **Advisory Board for the Hospitality Industry** The Advisory Board for the Hospitality Industry is comprised of three professionals of the Hospitality Industry. The Advisory Board's primary role is to provide guidance, expertise, and recommendations to support the continues development and sustainability of the programmes in the Hospitality field. The mission of the Board is to support and promote the College in its programmes and activities. The members of the Board based on their professional expertise, provide support and guidance to maintain high quality education and to provide career opportunities to the graduates. **Action taken:** We have formed the Advisory Board. The board is comprised of: 1. Mr Tasos Kapetanios Executive Director Odysseia Hotel Kapetanios 2. Mr Evros Evripidou General Director Odysseia Hotel Kapetanios 3. Mr. Andreas Demetriou (graduate of CTL Eurocollege and now employed at Tour operator Creative Tours. **Please refer to Annex 2 "Procedures"**	Choose level of compliance:

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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
Consider increasing 'authentic' assessment activities (e.g., service recovery roleplays, mystery guest audits, revenue simulations, costing projects, Standard Operations Procedures development, mini-consulting projects) and ensure ≥50% practical/continuous assessment in operations modules.	We would like to mention that the students' performance is evaluated as shown below which is included in our Internal Regulations approved by the Ministry of Education, Sports and Youth, and is applicable to all programmes of study and all courses. We would like to mention that we have already revised the assessment method following previous suggestions provided by another EEC by minimizing the weight of the Final Examination from 60% to 50% and allocated the remaining 10% to Assignments, Small scale projects or Presentations. During the on-site inspections conducted by the Ministry of Education, Sports and Youth we are required to present documentation of these assessments for review. Therefore, this provides us limited flexibility to follow a diverse assessment method for each course. Further to the above, and in alignment with the guidance provided by CYQAA, in order to safeguard the academic integrity and credibility of conventional bachelor's level programmes, and considering the increased use/misuse of AI technologies by students, it is not feasible to implement further modifications at this stage. **Actions taken for increasing 'authentic' assessment activities**:	Choose level of compliance:

Assessment table (embedded within the Actions Taken cell):

MIDTERM EXAMINATION, COURSE WORK AND PARTICIPATION			FINAL EXAMINATION
WRITTEN ASSESSMENT	ASSIGNMENTS, PROJECTS, PRESENTATIONS	PARTICIPATION AND ATTENDANCE	
35%	10%	5%	
50%			50%

| | We have revised the teaching methodology in the following course syllabi to provide specific methods to fulfil the learning outcomes of each course:

The same policy will be applied to all courses for all programmes of study.

• Housekeeping operations (HTL 122)
• Front Office Procedures (HTL 121)
• Food & Beverage Mgt & control (HTL 311)
• Public Relations (MKT 120)
• Managing & working in a cross-cultural environment (LIB 119)
• Food & Beverage Service I (HTL 113)
• Food & Beverage Service II (HTL 213)
• Food Preparation (HTL 112)
• Bar Operations (HTL 226)
• Room Division Mgt (HTL 416)
• Customer Service for the Hospitality Industry (HTL 123)
• Facilities Mgt and Environment in the Hotel Industry (HTL 227)

Please refer to Annex 1 "Revised syllabi". | |
| Introduce graded formative checkpoints to reduce burden of exam load; strengthen rubrics. | According to our regulations we follow the procedures below:

1. **Aca_FEP_01_002**
Examination regulations

Examination papers must be submitted for approval one month prior to the date of examination to the Academic Dean together with the marking scheme.

An Examination Board is formed at the beginning of every academic year by the Academic Committee having the following duties:

To review the content of the examinations both Final and Midterm together with the marking scheme and ensure that they comply with the content and learning outcomes of each course. The Examination board verifies that the specific requirements and marking allocation are reflected and clearly defined in each question. The Board is responsible for safeguarding the appropriate level of all examinations. A reviewer (member of the examination board) is assigned to each lecturer. The | Choose level of compliance: |

	reviewer is responsible for providing written feedback with suggestions for amendments regarding to the content and the level of difficulty directly to the lecturer. The Academic Dean is also informed. Lecturers have to re-submit the revised examination papers. To check for consistency in marking throughout all subjects, with the random sampling method per subject. If the second marking has more than +5- or -5-marks difference, the Lecturer would be requested to justify this. A meeting is scheduled to discuss the issue. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all examination papers. The procedure is repeated with the random sampling method to ensure the appropriate marking has been applied. 2. **Aca_FEP_01_009_04** **Evaluation Rubric for Final Year Projects** **Please refer to Annex 2 "Procedures".**	
Encourage greater use of digital tools and AI-related content. Reading material for the PR and cross-cultural management course should be updated.	We would like to refer to our Academic Dean and Head of the Computing field Mrs. Konstantinou (Dr - Phd) and her recent actions regarding AI in Higher Education: Mrs. Konstantinou was invited as a lecturer in an Erasmus+ Teaching Mobility during June 2025 hosted by a non-profit organisation in Greece where she led 20 hours sessions on Artificial Intelligence in Higher Education, sharing practical tools, case studies, and hands-on workshops with over 60 academics from various universities acroos europe and other countries. Throughout the provided feedback by participants, her work empowered academics and administrators to integrate AI into academic and administrative practices — paving the way for smarter, more connected universities. **Please follow the link:** http://www.ctleuro.ac.cy/en/blog/erasmus-teaching-mobility-highlight Further to this she was re-invited to provide again a lecture on the same topic in Athens on 8-12 December 2025 regarding the same topic due to the high demand of participants on this topic.	Choose level of compliance:

The same training was also provided in-house by Mrs. Konstantinou, to our Faculty Members in Summer 2025.

Further to this and in correspondence to our Institution's aim for social contribution, Mrs. Konstantinou was invited to talk about this topic on a TV Chanel in Cyprus, regarding the AI and its implications in Higher Education.

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Further actions taken:

We have revised the following syllabi to include proper use of AI in education**.**

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Artificial Intelligence (AI) Library Guide after approval granted from CUT University.

An Erasmus+ Blended Intensive Programme is planned to be organized by our College in the coming

	months intended for academics from partner universities providing sessions and workshops on AI in Higher Education. **Please refer to Annex 1 "Revised syllabi".**	
Ensure that the ICT course is updated to reflect current developments and student needs.	**Action taken:** The syllabus of ICT I (CSC 101) has been upgraded and renamed to **Advanced ICT I** (CSC 103). **Please refer to Annex 1 "Revised syllabi".**	Choose level of compliance:
Articulate and publish clearer regulations to handle academic misconduct.	**Actions taken:** We have revised the following procedures to provide clearer regulations regarding academic misconduct. This information has been included in the Lecturer's handbook. 1. **Aca_OIP_17_001** Regulations regarding assignments 2. **Aca_FEP_01_009_2** Final Project Guidelines for the Faculty Staff 3. **Aca_FEP_01_004** Invigilation of Final Examinations 4. **Aca_FEP_01_009** Final Project We have issued the two (2) procedures: 1. **Aca_FEP_01_009_6** Misconduct referral form 2. **Aca_FEP_03** AI Use Framework for Students in Higher Education **Please refer to Annex 2 "Procedures" and Annex 3 "Handbooks".**	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
Continue to facilitate formal opportunities for staff to share good practice to modernise their teaching practices, which may also integrate research elements.	We are pleased that the EEC recognizes our efforts to provide our staff opportunities to modernize their teaching methods. We would like to mention that we provide a Faculty Pedagogical Training every three years. All Faculty, part-time and full-time are required to attend the pedagogical training course "*Effective Teaching Strategies for Adult Education: Methods, practices and tools*". The course is compulsory and is offered at the beginning of the academic year. The syllabus of the course has been designed and is offered by an external non-profit, independent, non-governmental organization specializing in modern student-centered teaching methodologies. The course consists of 25 hours and includes theory delivery, workshops and assessment. For newly employed faculty, the training link is sent to them by the Dean. **Actions taken:** We will provide two research seminars by hosting two distinguished guest speakers. These professors, both highly accomplished in the field of entrepreneurship, will deliver presentations on qualitative and quantitative research methodologies via online mode. The	Choose level of compliance:

	sessions will be open to all our academics (both full-time and part-time). **Online Guest Speakers:** On qualitative research: Dr. Allan Discua Cruz, titled: "Stories from the Field: Experiences from Publishing Qualitative Research". On quantitative research: Professor MARÍA JOSÉ SÁNCHEZ-BUENO, titled: "Stories from the Field: Experiences from Publishing Quantitative Research".	
Continue to identify opportunities for internal collaborations among established and emerging researchers.	The Head of Research together with the Research Committee are responsible for forming the Research Strategy. They are responsible for: **Research Strategy** • Developing strategic direction of research within the College. • Targeting to high quality of research by CTL Eurocollege. • Facilitating growth of research activity in the faculty, including developing mechanisms and targets to achieve this. **Research Publications** • Organizing training seminars and staff development activities to strengthen faculty's research skills. • Setting targets, at the college level, for publications in high ranked journals. • Developing and coordinating strategies for maximizing the faculty's	Choose level of compliance:

	success in publishing in high ranked journals. **External Research Funding** • Guiding faculty on EU research proposal preparation and submission. • Maintaining and disseminating current information about relevant EU/government external research funding opportunities. • Developing and coordinating strategies for maximizing the faculty's success in gaining external research funding. **Research Collaborations** • Increasing of local, national and international research collaborations. • Developing networks for EU funding proposals. • Pursuing collaborations with top international scholars for research publications. • **Establishing structured research partnerships with key companies, where students conduct targeted research on real-world business challenges, providing external stakeholders with fresh, data-driven insights and market analysis.** (new addition) **Research Dissemination** • Interacting with industry, government, professionals and the wider community on all research matters and promote faculty research activities to external stakeholders. • **Engaging external stakeholders as pilot**	

	partners for EU-funded project outputs, providing them with training on current phenomena and access to innovative educational materials at no cost. (new addition) • Chairing conferences and research seminars of the college. • Supporting the participation of faculty members in international conferences.	
Explore further opportunities to collaborate with external stakeholders, especially from among the college's professional networks, to facilitate impactful research.	**Actions taken:** Taking into consideration the comment of the EEC we have identified companies, from our external stakeholders that regularly host our interns and proposed a structured research partnership. In this model, our students will conduct targeted research on a specific, pre-agreed challenge or opportunity within the partner company. This provides direct value to our partners by offering them fresh perspectives and data-driven analysis, including unique insights gathered directly from the market on their real-world problems. This is provided at no cost, while giving our students unparalleled access to real-world research experience. Furthermore, to deepen these collaborations, we will strategically include our key stakeholders as associate partners in our future Erasmus+ and other EU funding proposals. This directly designates them as project beneficiaries, enabling them to access new networks, funding for mobility, and co-creation opportunities on an international scale. As a core benefit of this partnership, we will invite these stakeholders to pilot and test	Choose level of compliance:

	the educational materials we develop. They will also receive training on the latest phenomena explored by the projects, all at no cost, ensuring they are at the forefront of industry developments. We have revised our Research Strategy and included the following: **Research Collaborations** • Establishing structured research partnerships with key companies, where students conduct targeted research on real-world business challenges, providing external stakeholders with fresh, data-driven insights and market analysis. **Research Dissemination** • Engaging external stakeholders as pilot partners for EU-funded project outputs, providing them with training on current phenomena and access to innovative educational materials at no cost	

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
In the event of appeals regarding assessment and grading, the Dean is a mediator to find a solution. Academic and Disciplinary committees are in place. However, when asked about processes for grade appeal there was limited evidence of a formalised process.	Although we do have a formalized procedure, shown below, it was not included in the Students' Handbook. However, the students are aware that they need to contact the Academic Dean in such cases, and the Dean is then responsible for following the procedure. **Aca_FEP_01_005** **Request to view Examination paper** Students wishing to see their examination papers must contact the Academic Office and complete the form "Request to View Examination papers". On the form is stated the name of the student, registration number, phone number, e mail address and their examination paper(s) they wish to view. The Officer organizes the view and notifies the student by phone or email of the date and time. Students must bring students ID cards. The viewing is done in the presence of the Academic Officer. The maximum amount of viewing time allowed per paper is 15 minutes. Students can request a remarking of examinations by completing the form "Request for remarking". The form is completed and then handed in to the Officer who informs the Dean and the lecturer. The Dean requests the Academic Committee and the lecturer to meet to reexamine the paper. The decision is passed on to the student and the Academic Officer who is required to do all necessary updates to the performance and semester reports if necessary. **Action taken:** The procedure **Aca_FEP_01_005** **Request to view Examination paper** is included in the Students' Handbook. **Please refer to Annex 3 "Handbooks".**	Choose level of compliance:

We would also like to mention that we follow the procedures below that safeguard fair marking and consistency.

Aca_FEP_01_002
Issuing of Examination Papers

The Academic Dean is responsible for appointing the Academic Officer responsible for organising the preparation of the Midterm and Final Examination papers.

An Examination Board is formed at the beginning of every academic year by the Academic Committee having among other the following duties:

To check for consistency in marking throughout all subjects, with the random sampling method per subject. If the second marking has more than +5- or -5-marks difference, the Lecturer would be requested to justify this. A meeting is scheduled to discuss the issue. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all examination papers. The procedure is repeated with the random sampling method to ensure the appropriate marking has been applied. Minutes are kept by the Secretary following the procedure "Keeping Minutes". Minutes are forwarded to all stakeholders involved.

The Examination Board includes two (2) representatives from each Field of Study, the Head together with a member of the Faculty.

Qua_InP_12
External Examiners

Lecturers from collaborative Higher Education Institutions are appointed by their respective Institutions to serve as External Examiners. The selection and allocation process is based on the relevance of shared Fields of Study among the Institutions and the specific expertise of each Lecturer.
External Examiners are responsible for ensuring that academic programmes are delivered to high standards and effectively meet their intended outcomes. To support this, a random selection of final examination papers—covering a representative range of marks (low, moderate, and high) along with

	the corresponding marking scheme and report, are provided to the External Examiners from the collaborative Institutions. Once the marked examination papers are returned, they are reviewed by the Academic Dean and the Quality Assurance (QA) Officer. If the second marking reveals a discrepancy of more than ±5 marks compared to the original marking, the Lecturer will be required to provide a justification for the variance. A meeting is scheduled to discuss the matter. If the justification is deemed inadequate or insufficient evidence is presented, the Lecturer will be required to re-evaluate all the examination papers.	
Continue with transparent admissions documentation.	We are glad that the EEC acknowledges our strategy for transparent admissions documentation. Our Admission requirements are published on our website and in the College's prospectus. **Please follow the link:** **http://www.ctleuro.ac.cy/en/admission/admission-requirements.**	Choose level of compliance:
Continue establishing processes for recognition, specifically for micro learning.	Micro Learning is aligned with our existing SCL methodologies employed and we are glad that EEC identified this during their site-visit. Considering the suggestion, we will emphasize further on the implementation of such methodologies in real classroom settings and also include these topics into the upcoming pedagogical training that will be offered to our Faculty Members in October 2026. The training is offered every three years. We would also like to mention that we follow the procedure below that also provides guidance to use micro learning: **Aca_OIP_18_001** **Course Outline** On completion of the planning the Academic Officer sends the Course Outline form to all Lecturers. The form is completed by the Lecturer and sent to the Academic Dean one week prior the beginning of	Choose level of compliance:

	classes for approval. The course outline includes any updates applied in the course syllabus.	
	It is completed and singed by the Lecturer. The course outline includes important information regarding the College's regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes, bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centred education that includes online tools and other modern teaching methods.	
	The outline is uploaded on the platform as from the first week from the beginning of classes in order for students to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes.	
	The weekly tasks required to be completed by students are uploaded on the web platform and are accessible to students. Weekly tasks may include reflection tasks, videos, case studies, assignments, field trips, role play etc.	
	Please refer to Annex 2 "Procedures"	

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 committee considers the available resources to be adequate and has no recommendations for further improvement at this time. Of course, continuous effort should be made to keep IT infrastructure up to date and provide access to state-of-the art teaching material.	We would like to mention that in order to satisfy the teaching needs of all related programmes, the College maintains three Computer Labs equipped with Multimedia PCs of the latest technology. The available number of PCs is **41**, of which **19 are in Lab 1, 13 in Lab 2 and 9 in Lab 3**. In computer related classes, the aim is to allow one PC for each student, so that the best conditions of study and practice are provided. In addition to the above we maintain the **Electronic Research Center (ERC)** The Electronic Research Centre is an extension to the library. It is equipped with **11 PCs** which allow CTL Students to perform their online research on any matter regarding their assignments or projects through Electronic Libraries, Databases, Electronic Journals and other publications that the College maintains subscriptions. We would also like to mention that we follow the procedure below: **Qua_InP_05** **Quality Assurance As Regards Learning and Student Resources** On completion of the academic year, the Academic Dean, the Academic Committee, the QA Committee and the Librarian meet to review the quality of the learning and student resources provided to students.	Choose level of compliance:

	Please refer to Annex 2 "Procedures" and Annex 4 "Technical Infrastructure".	

6. Additional for doctoral programmes   *N/A*
(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) *N/A*
(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
Enhanced Documentation of Assessment Practices While the distribution of assessment components across participation, coursework, and final examinations is formalised, the written materials would benefit from greater detail regarding the specific nature of these elements. In particular, more comprehensive information on the format, scope, and expectations of coursework and final examinations would provide increased clarity and transparency.	We would like to mention that in the Doc 200_1 we have included the syllabi of courses where the teaching methodology includes general guidelines to Lecturers to construct their Course Outlines. In an effort to maintain academic freedom and empower Lecturers to use suitable methodologies and practices in the class we provide them the chance to construct a detailed outline always aligned with the general SCL practices that our Institution follows. A sample of an outline was presented to the EEC for review confirming the above. The students have access to the outline of each course on the platform as stated below: **Aca_OIP_18_001** **Course Outline** On completion of the planning the Academic Officer sends the Course Outline form to all Lecturers. The form is completed by the Lecturer and sent to the Academic Dean within the deadline provided for approval. The course outline includes any updates applied in the course syllabus. It is completed and singed by the Lecturer. The course outline includes important information regarding the College's regulations, contact information, the office hours, the content of the course on a weekly based time schedule, the purpose, learning outcomes,	Choose level of compliance:

bibliography and workload of the course, the teaching methodology as well as all the activities that the Lecturer is planning to do in class in order to fulfil the learning outcomes of the course and provide a student-centered education that includes online tools and other modern teaching methods.

The outline is uploaded on the platform as from the first week from the beginning of classes in order for students to be aware of the structure and sequence of their lessons and be able to schedule and manage their own study hours and be prepared for their classes.

The weekly tasks required to be completed by students are uploaded on the web platform and are accessible to students. Weekly tasks may include reflection tasks, videos, case studies, assignments, field trips, role play etc.

Actions taken:

In order to comply with the EEC guidelines and enhance clarity, we will gradually revise the syllabi of all programmes of study to include comprehensive information on teaching methodology, not only in the course outlines but also within the syllabi themselves.

We have revised the teaching methodology in the following course syllabi to provide specific methods to fulfil the learning outcomes of each course:

- Housekeeping operations (HTL 122)
- Front Office Procedures (HTL 121)
- Food & Beverage Mgt & control (HTL 311)

	- Public Relations (MKT 120) - Managing & working in a cross-cultural environment (LIB 119) - Food & Beverage Service I (HTL 113) - Food & Beverage Service II (HTL 213) - Food Preparation (HTL 112) - Bar Operations (HTL 226) - Room Division Mgt (HTL 416) - Customer Service for the Hospitality Industry (HTL 123) - Facilities Mgt and Environment in the Hotel Industry (HTL 227) **Please refer to Annex 1 "Revised syllabi" and Annex 5 "Sample of Course Outlines".**	
Formalisation of Procedures Addressing Academic Misconduct At present, there were some ambiguities concerning processes to address instances of academic misconduct or to manage appeals in cases of contested assessment outcomes. We strongly recommend the development and implementation of a formalised procedure, overseen by an independent body such as a Studies and Examination Committee. Such a structure would ensure fairness, consistency, and accountability, while aligning the program with best practices in higher education governance.	We would like to mention that we follow the procedure below: **Aca_OIP_14** **Disciplinary Committee** The purpose of the Disciplinary Committee is to oversee the smooth running of the College and compliance with the rules and regulations. **Responsibilities of the Committee:** Uphold College standards. Ensure that College standards are respected. To exercise disciplinary power to safeguard the smooth functioning of all rules and regulations of the College. To protect student rights.	Choose level of compliance:

	To act upon cases where student responsibilities are not met. To deal with academic and behavioural misconduct in a fair, consistent, and transparent manner and apply appropriate interventions and disciplinary measures. **The Disciplinary Committee is comprised of the following members:** • The Academic Dean • Two Heads of Fields of studies • Two members of the Faculty staff • Two members of the student Union (the student union is responsible for selecting their representatives. Candidate students must have good academic performance (≥3.00) with no discipline issues). The Disciplinary Committee meets on request of the Academic Dean. **Actions taken:** We have revised the following procedures to provide clearer regulations regarding academic misconduct. This information has been included in the Lecturer handbook. 1. **Aca_OIP_17_001** Regulations regarding assignments 2. **Aca_FEP_01_009_2** Final Project Guidelines for the Faculty Staff 3. **Aca_FEP_01_004** Invigilation of Final Examinations	

	4. **Aca_FEP_01_009** Final Project We have issued the two (2) procedures: 1. **Aca_FEP_01_009_6** Disciplinary referral form 2. **Aca_FEP_03** AI Use Framework for Students in Higher Education **Please refer to Annex 2 "Procedures" and Annex 3 "Handbooks".**	
Systematic Stakeholder Engagement and Industry Collaboration The committee acknowledges and values the existing forms of industry collaboration, including internships, site visits, and excursions. However, we recommend the formalisation and regular monitoring of stakeholder engagement as part of program development and review. The establishment of an Industry Advisory Board, convened annually, could provide a structured forum for external feedback and ensure that study programs remain relevant to evolving industry needs and expectations.	The following procedure was issued and will be implemented as from Spring 26. **Aca_OIP_38** **Advisory Board for the Hospitality Industry** The Advisory Board for the Hospitality Industry is comprised of three professionals of the Hospitality Industry. The Advisory Board's primary role is to provide guidance, expertise, and recommendations to support the continues development and sustainability of the programmes in the Hospitality field. The mission of the Board is to support and promote the College in its programmes and activities. The members of the Board based on their professional expertise, provide support and guidance to maintain high quality education and to provide career opportunities to the graduates. **Action taken:**	Choose level of compliance:

	We have formed the Advisory Board. The board is comprised of: 1. Mr Tasos Kapetanios Executive Director Odysseia Hotel Kapetanios 2. Mr Evros Evripidou General Director Odysseia Hotel Kapetanios 3. Mr. Andreas Demetriou (graduate of CTL Eurocollege and now employed at Tour operator Creative Tours. **Please refer to Annex 2 "Procedures"**	

C. Higher Education Institution academic representatives

Name	Position	Signature
Lakis Papathomas	Director of Administration	
Dora Konstantinou	Academic Dean	
Dr Vasilis Papavasiliou	Head of the Hospitality & Tourism field of study	
Dr Maria Hadjielia Drotarova	Head of Research	
Marianna Papathoma	QA officer	

Date: 19/11/2025

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