

Doc. 300.1.2

Higher Education Institution's Response

Date: 12/12/2025

- Higher Education Institution:

CASA College

- Town: Nicosia

- Programme of study

In Greek:

Μεταπτυχιακό στη Φιλοξενία και το Τουρισμό,
(3 Εξάμηνα, 90 ECTS)

In English:

MSc in Hospitality and Tourism (3 Semesters, 90
ECTS, Master's Programme)

- Language(s) of instruction: English

- Programme's status: New

- Concentrations (if any):

In Greek: N/A

In English: N/A



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - the areas of improvement and recommendations of the EEC*
 - the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report without any interference in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There is a need to ensure that the programme is current and relevant for the intended level; for example, the incorporation of emerging fields, particularly Artificial Intelligence and digital transformation, would increase relevance and competitiveness.</p>	<p>The modules have undergone a comprehensive review by the Academic and Quality Assurance Committees, the respective lecturers, and external stakeholders. The revisions implemented ensure that the programme remains current and aligned with the expected academic level and professional relevance.</p> <p>Annex 1: Module Descriptions</p>	Choose level of compliance:
<p>Ensure there is consistency in the format, content and presentation of the module description documentation, including the number of core textbooks, what are considered appropriate journals, and the indicative publications. The scope and types of publications cited here i.e. key tourism and hospitality journals and outputs should reflect cutting-edge scholarship in the field(s).</p>	<p>Consistency in the format, content, and presentation of the module description documentation has been ensured. The number of core textbooks has been standardised, appropriate academic journals have been identified, and the indicative publications have been updated. The references now reflect key and up-to-date sources of research in the fields of tourism and hospitality, aligned with current academic scholarship and best practices.</p> <p>Annex 1: Module Descriptions</p>	Choose level of compliance:
<p>Need to enhance QA record keeping – minutes of decision-making relating to curriculum and assessment decisions.</p>	<p>Quality assurance record-keeping procedures are in place. Minutes of meetings and records of decision-making processes relating to curriculum design and assessment matters are documented and securely maintained for the aforementioned subject since 2020 (first decision for submission of the MBA in Hospitality and Tourism), to ensure transparency, traceability, and compliance with internal and external quality assurance standards.</p>	Choose level of compliance:

	Annex 2: Academic Committee and QA Committee Minutes	
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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
<p>Internship design: Formalise the practical training with: (i) learning outcomes, (ii) minimum hours/workload equivalence, (iii) supervision/mentoring responsibilities, (iv) assessment method (pass/fail with evidence), (v) QA of host sites (MoUs) and risk/insurance procedures.</p>	<p>The internship component has been fully formalised to ensure academic rigour and quality assurance. Clear learning outcomes have been defined, aligned with programme aims and graduate attributes. A minimum workload and duration have been established to ensure equivalence with academic credits. Supervision and mentoring responsibilities are clearly outlined for both institutional and host-site supervisors. The assessment method has been standardised on a pass/fail basis, supported by documented evidence of achievement. Additionally, quality assurance procedures for host organisations have been implemented, including Memoranda of Understanding (MoUs), as well as risk management and insurance protocols to safeguard students and maintain compliance with institutional and regulatory standards.</p> <p>Annex 3: Internship Component Description/Host Organisation Approval Form/Memorandum of Understanding</p>	<p>Choose level of compliance:</p>
<p>Moderation/second marking: Document internal moderation and second-marker sampling for summative work; provide an annual assessment board report template.</p>	<p>Internal moderation and second marking processes are formally documented and implemented to ensure fairness, consistency, and academic integrity in summative assessments (the process is included in the Internal Regulations of the College). A standard moderation procedure is now in place, outlining the</p>	<p>Choose level of compliance:</p>



	<p>responsibilities of first and second markers, the sampling methodology, and the documentation required for verification.</p> <p>For each assessment, second-marker sampling is conducted across a representative range of student performance (high, middle, and low grades) in line with institutional QA policy. Moderation outcomes and feedback are recorded on a standard Moderation and Second Marking Form, which is retained as part of the programme's assessment records.</p> <p>An Annual Assessment Board Report Template is also under development and has been adopted by the Academic and QA Committees. This template captures key data and qualitative reflections, including:</p> <ul style="list-style-type: none"> ▪ Summary of moderation and second marking outcomes; ▪ Identification of marking trends or anomalies; ▪ External examiner feedback and responses; ▪ Recommendations for future assessment improvements. <p>Annex 4: Annual Assessment Board Report Template</p>	
<p>Formative feedback: Set service standards (e.g., 15 working days) for feedback return across modules (many descriptors suggest timely feedback; codify and monitor).</p>	<p>Feedback is given to students within 15 days, as already mentioned in the College's Internal Regulations and the Faculty Induction Pack, which are uploaded on the Drive for the accreditation of the Master Programme.</p> <p>Annex 5: Rubric Marking Criteria for Assessment/Samples of Feedback to students for the BSc in Hotel Administration</p>	<p>Choose level of compliance:</p>
<p>Introduce a systematic process to ensure the alignment of course</p>	<p>To ensure systematic alignment of course contents and minimise overlaps between modules, CASA College is</p>	<p>Choose level of compliance:</p>

<p>contents to minimize overlaps between courses.</p>	<p>currently introducing a comprehensive curriculum management process. A centralised curriculum mapping framework is being established, outlining all modules with their respective learning outcomes, key topics, and assessments to identify duplication and ensure coherent coverage of programme objectives. Regular cross-module alignment workshops will be conducted each semester, bringing together module lecturers to review content sequencing and prevent redundancy. A standardised module description template provided by CYQAA is in place, requiring each module coordinator to verify that their syllabus aligns with programme outcomes and does not overlap with related modules. Furthermore, the internal moderation and academic committee review process will now include a mandatory check for content alignment during module validation and annual review. Feedback from external examiners and industry advisors will also be incorporated to confirm content distinctiveness and professional relevance. CASA College is additionally exploring the use of a digital curriculum management tool TODCM Web-Based Curriculum Mapping Open Source (intranet) http://192.168.1.254/todcm/ to store module information, support keyword-based overlap detection, and maintain version control. Finally, a continuous improvement cycle has been formalised, ensuring that curriculum mapping, review, action, and reporting are conducted annually, reinforcing consistency, transparency, and ongoing enhancement of academic quality across all programmes.</p> <p>Annex 1: Module Descriptions/ Continuous Improvement Policy</p>	
<p>Design assessment for each module in accordance with learning</p>	<p>Annex 1: Module Descriptions</p>	<p>Choose level of compliance:</p>



outcomes requirements of the subject area.		
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2. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Clarify the procedures in place to ensure that the large pool of part-time staff is sufficiently inducted into the college's teaching, learning, and administrative culture to ensure that the student-centred learning approach is maintained throughout the proposed programme. This includes clarifying how support will be provided in and around block-taught content by colleagues on fractional contracts.	<p>A structured and comprehensive induction and support framework is already established to ensure that all part-time and full-time academic staff are fully integrated into CASA College's teaching, learning, and administrative culture. The process is designed to uphold the institution's commitment to student-centred learning, consistency in academic delivery, and high-quality educational experiences across all programmes.</p> <p>All part-time staff now undergo a formal induction programme coordinated by the Academic Director of Studies and the Academic Committee in collaboration with the Quality Assurance Department. This induction introduces new instructors to the College's pedagogical philosophy, assessment regulations, digital learning platforms (Moodle, Microsoft 365), academic integrity policies, and student support mechanisms. Key emphasis is</p>	Choose level of compliance:

	<p>placed on CASA College's student-centred teaching approach, including inclusive learning practices, formative feedback, and engagement strategies aligned with the programme of study expectations.</p> <p>Each new lecturer is assigned an Academic Mentor from the full-time faculty who provides ongoing guidance during their initial teaching period. Mentors and programme coordinators jointly review module materials, teaching plans, and assessment briefs to ensure alignment with programme learning outcomes and institutional standards.</p> <p>For block-taught modules, where delivery is concentrated over shorter periods, specific support procedures are in place. These include pre-teaching coordination meetings, shared teaching materials and templates, and post-delivery debriefing sessions to ensure coherence and continuity between sessions taught by different staff. Part-time and visiting lecturers are also integrated into the Programme Team meetings, allowing for shared decision-making, feedback exchange, and collaborative enhancement of student learning.</p> <p>Ongoing professional development opportunities are available to all part-time staff, including workshops on assessment moderation, digital learning tools, inclusive pedagogy, and quality assurance processes. Attendance and engagement in such training are mandatory and monitored as part of staff performance and programme quality reviews.</p> <p>Through this systematic induction and continuous support process, CASA College ensures that all teaching staff — regardless of contractual status — are effectively oriented, supported, and aligned with the College's mission, maintaining consistency and excellence in student-centred teaching and learning across all modules and delivery modes.</p>	
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	<p>The Faculty Induction Pack was uploaded to the Drive for the accreditation and is still available here as Appendix 1.</p>	
Ensure there is sufficient contingency planning in case the input of part-time staff changes, which may challenge the viability of block delivery of the programme.	<p>CASA College has implemented a comprehensive contingency planning framework to ensure the continuous and effective delivery of programmes, particularly those using a block-teaching model, in the event of unforeseen changes in part-time staff availability. A structured workforce planning system is in place, coordinated between the Academic Affairs Office and Human Resources, to maintain a balanced mix of full-time, part-time, and sessional staff. Each semester, staff allocation plans identify both primary and secondary instructors for every module to secure coverage in case of absence. To guarantee academic continuity, all teaching staff are required to upload full teaching and assessment materials in advance on the Moodle Platform, allowing seamless handover if substitution is needed. At the same time, all lecturers must have completed their online logbook with the material taught in every session. In key modules, team-teaching arrangements pair part-time instructors with full-time or senior faculty to provide redundancy and ensure consistency in delivery. Each programme is overseen by a Programme Coordinator who monitors delivery and organises timely substitution, redistribution of teaching responsibilities, or schedule adjustments as needed. In addition, cross-training initiatives enable faculty members with related expertise to provide temporary cover for affected modules, enhancing institutional flexibility. Clear communication protocols ensure that any change in teaching personnel or schedule is promptly communicated to students, with oversight from the Academic Director of Studies and Quality Assurance Department to preserve transparency and academic</p>	Choose level of compliance:

	<p>integrity. Finally, the Quality Assurance Office monitors these procedures through semester reports, student feedback, and programme review meetings to evaluate the effectiveness of contingency measures and inform continuous improvement. Through this structured and proactive approach, CASA College ensures that the block-delivery model remains viable, coherent, and student-centred, even when staffing changes occur.</p> <p>Annex 6: Teaching Contingency Plan</p>	
<p>Systematise the professional development activities for colleagues to ensure that best practice is promoted and staff have structured developmental trajectories.</p>	<p>CASA College has formalised a comprehensive and systematic approach to professional development that ensures all academic and administrative staff—full-time and part-time—have access to continuous learning opportunities, structured developmental trajectories, and institutional support mechanisms that promote best teaching and learning practices.</p> <p>According to the College's Professional Development Policy, CASA is committed to providing both financial and structural support for all faculty members to pursue their academic and professional growth. Faculty are encouraged to attend conferences, seminars, and specialised training courses, both locally and internationally, with financial assistance available through a formal application process reviewed individually by the College's Academic Committee.</p> <p>CASA College delivers a range of standard training programmes complemented by bespoke sessions designed to address the specific pedagogical needs of staff. In addition to internal seminars, faculty members participate in international conferences and Erasmus+ programmes, allowing for the exchange of innovative teaching practices and collaboration with partner institutions abroad.</p>	<p>Choose level of compliance:</p>

	<p>Professional development is strongly tied to research output and scholarly engagement. Supported by the Casa Research Centre, staff are encouraged to conduct and publish research, present papers at academic conferences, and collaborate on applied projects within the hospitality and tourism sectors. The Research Centre provides mentoring, monitoring, and research skills workshops, promoting a scholarly community and ensuring the integration of research-informed teaching.</p> <p>A formal faculty evaluation and mentoring system underpins professional growth. Annual evaluations assess teaching effectiveness and scholarly activity through student evaluations, classroom observations, and self-assessment reports. Results are reviewed by the Academic Committee, which identifies development needs and plans corresponding support or mentoring interventions.</p> <p>The College encourages faculty participation in Erasmus+ mobility for both teaching and training, strengthening intercultural competence, exposure to European education trends, and networking with partner universities across the EU. This not only supports personal professional growth but also enriches the institutional teaching culture with international best practices.</p> <p>Professional development at CASA also aligns with the institution's Equality and Diversity Policy, promoting inclusion and access to training opportunities for all staff, including those with disabilities or those from underrepresented groups. This ensures that all members of the academic community can pursue structured development in an inclusive environment.</p> <p>Annex 7: QA Manual Staff Development Policy/CASA College Professional Development Register 2025/CASA</p>	
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	<p>College Staff Professional Development Evidence Matrix.</p> <p>Some upcoming trainings for lecturers for the academic year 2025-2026</p> <p>1. <u>Already running</u>)</p> <p><u>INFINITE (Artificial Intelligence for Professional and Pedagogical Practices in Higher Education)</u> is a 30-month Erasmus+ cooperation partnership (Dec 2023–May 2026) coordinated by the University of Groningen with partners from Cyprus, Greece, Ireland, and Belgium. The project aims to build AI literacy and digital competencies among higher education academics and students, helping them integrate artificial intelligence ethically and effectively into teaching, learning, and assessment. Through its practical resources—the AI Literacy Toolkit, the AI Digital Hub, and AI Capacity-Building Courses—INFINITE promotes responsible AI use and supports the digital transformation of European higher education institutions.</p> <p>Blended Course Description</p> <p>As part of the project's AI Capacity-Building activities, two blended (online + face-to-face) courses are being offered:</p> <p><u>For Faculty and Staff</u> (25 hours / 1 ECTS): Focused on applying AI tools for teaching, research, and assessment, following ethical principles.</p> <p><u>For Students</u> (25 hours / 1 ECTS): Focused on using AI tools to enhance learning, creativity, and critical digital thinking. (Students' participation is not a necessity at this point, but if anyone is interested, you can also include them in the process)</p>	
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	<p>Each course combines interactive workshops, real case studies from different disciplines, and hands-on practice with AI platforms and open educational resources. Participants will gain practical skills to use AI responsibly and join a European network of educators and learners committed to ethical digital innovation.</p> <p><u>2. Erasmus Learning Academy</u></p> <p><u>Formative assessment & feedback management</u></p> <p>This course aims to enhance lecturers' awareness of students' understanding, improve the way they provide feedback, and develop students' ability to self-check and acquire greater confidence and responsibility towards the learning process.</p> <p>The Lecturers will acquire the principles and benefits of formative assessment as an instructional strategy, gain knowledge on a wide variety of formative assessment tools, and normalize struggles and promoting responsibility towards learning</p> <p><u>3. Erasmus Learning Academy</u></p> <p><u>ICT, TECHNOLOGIES AND AI TOOLS</u></p> <p>This course aims to provide lecturers and education staff with an outlook on the best practices and concrete ways to use the wide range of ICT solutions and AI tools to empower and support education, allowing them to improve</p>	
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	<p>their ICT and AI skills in a practical and concrete way.</p> <p>Lecturers will acquire knowledge on the best apps, web platforms, and AI solutions for the academic staff, as well as basic concepts of distance learning, e-learning.</p> <p>4. Erasmus Learning Academy</p> <p><u>Special Needs and Inclusive Education: The Italian Experience of Overcoming students' segregation</u></p> <p>This course aims to get to know strategies, methodologies, and tools to include all students in education, and to learn how inclusive education works in Italy, and how to overcome the segregation of students with special needs is indeed possible.</p> <p>Lecturers will learn the key principles, benefits, and values of inclusive education through the Italian inclusive education model.</p> <p>5. “<u>Training program for adult educators on the topic ‘Basic Digital Skills and Artificial Intelligence’</u> in collaboration with the Ministry of Education, Sports, and Youth and Frederick University (November – December 2025).</p> <p>6. <u>Online conference AI and Science: The Role of EASA</u>: The European Academy of Sciences and Arts (EASA) and Alma Mater Europaea University. This online conference brings together leading minds from EASA and other renowned academic institutions to discuss the transformative role of Artificial Intelligence across the humanities, medicine, arts, natural sciences, social sciences, law and economics, religion, technical and environmental sciences, and beyond.</p>	
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	<p>The trainings are enclosed in this reply as Appendix 2</p>	
Clarify the research objectives for staff and the resources available to support the development of research.	<p>The Casa College Research Centre plays a central role in advancing the College's research agenda by providing strategic direction, structured support, and collaborative opportunities. Its remit and resources are designed to encourage all staff to engage in research that enriches teaching, supports professional development, and contributes to the wider academic and professional community. The College remains committed to continually enhancing the Research Centre's operations and impact through clearly defined objectives, resource allocation, and active engagement with both academic and industry partners.</p> <p>The Casa College Research Centre (CCRC) – Mediterranean Research Centre on Hospitality and Tourism (MRCHT) in collaboration with the Department of Hospitality, Tourism and Aviation from the Romanian American University in Bucharest is established as the focal point for coordinating, promoting, and supporting research activities specialising in Hospitality and Tourism. The Centre's remit is threefold:</p> <ul style="list-style-type: none"> ▪ Research Development and Support: The CCRC promotes a culture of inquiry and evidence-based practice, encouraging all academic staff—both full-time and part-time—to engage in research relevant to their disciplines. ▪ Applied and Pedagogic Research: The Centre prioritises research with direct professional, pedagogical, or community impact. This includes projects that address real-world challenges in hospitality, tourism, business, and education. ▪ Collaboration and Knowledge Exchange: The Centre acts as a bridge between Casa College and its external partners, facilitating collaboration with industry 	Choose level of compliance:

	<p>practitioners, higher education institutions, and professional associations both locally and internationally.</p> <p>Through these functions, the CCRC ensures that research is not an isolated activity but is integrated into the teaching process and institutional strategy.</p> <p>To deliver on its remit, the Casa College Research Centre provides a range of resources and structured support mechanisms for academic staff:</p> <ul style="list-style-type: none"> ▪ Research Funding and Incentives: The College allocates internal funding for seed projects, enabling staff to initiate pilot studies or prepare proposals for external funding opportunities. ▪ Professional Development: A continuous programme of research workshops, seminars, and writing retreats will be introduced to enhance staff capacity in research design, data analysis, publication, and conference presentation. ▪ Conference and Publication Support: Staff are eligible to apply for funding to present at international conferences, participate in professional networks, or publish in peer-reviewed journals. ▪ Research Mentorship and Collaboration: Senior academic staff with doctoral qualifications and research experience (from partner institutions such as the Romanian American University) mentor early-career researchers and part-time faculty. This mentoring includes guidance in proposal writing, ethics applications, and dissemination strategies. ▪ Access to Data and Practitioner Networks: Through partnerships with hospitality 	
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	<p>and tourism enterprises (Hotels, Restaurants, Aviation companies, etc.), the Centre facilitates access to organisational data for applied research. Practitioner networks are leveraged to co-develop projects with real-world impact.</p> <ul style="list-style-type: none"> ▪ <i>Research Information System:</i> A centralised digital repository is being developed to catalogue staff research outputs, promote internal collaboration, and ensure alignment with the College's research priorities. <p>The College has identified several strategic actions to further strengthen the Research Centre's capacity and visibility:</p> <ol style="list-style-type: none"> 1. <i>Formalisation of the Research Strategy:</i> A comprehensive Research Strategy Document (2025–2030) is being finalised to articulate research priorities, governance structures, and key performance indicators. 2. <i>Expansion of Collaborative Research:</i> The CCRC will continue formalising research partnerships with international institutions and industry bodies to promote cross-border and interdisciplinary research. 3. <i>Enhance the role of the Research Coordinator:</i> the role of the Research Coordinator will be enhanced to oversee operations, manage funding applications, and support staff engagement. 4. <i>Annual Research Forum:</i> An annual Research Forum will be introduced, providing staff and postgraduate students (Master students) with opportunities to present findings, share good practices, and engage with industry stakeholders. 	
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<p>Clarify the remit and resources of the Research Centre in facilitating research among staff, for example, in utilising practitioner networks in developing applied research, engaging in pedagogic research, and using the pool of international colleagues to develop collaborative research.</p>	<p>The Casa College Research Centre (CCRC) – Mediterranean Research Centre on Hospitality and Tourism, which is under development (MRCHT), serves as the central institutional platform for coordinating, promoting, and supporting research activities in the fields of Hospitality and Tourism. The Centre's remit is focused on enhancing academic research capacity, fostering interdisciplinary collaboration, and reinforcing the link between research, teaching, and industry practice.</p> <p>Research Development, and Knowledge Creation:</p> <p>MRCHT supports academic staff in initiating and conducting innovative and applied research projects that contribute to the advancement of knowledge in hospitality and tourism. The Centre encourages research that reflects current regional and global trends, with particular emphasis on sustainability, service innovation, and human resource development in the Mediterranean context.</p> <p>Applied and Pedagogic Research:</p> <p>MRCHT promotes applied and pedagogic research that addresses real-world challenges in the hospitality and tourism industries. This includes projects exploring digital transformation, customer experience, sustainable operations, and the development of new pedagogical approaches to enhance teaching and learning practices at Casa College.</p> <p>Collaborative and International Research Engagement:</p> <p>The Centre acts as a hub for collaborative research activities across national and international networks.</p>	<p>Choose level of compliance:</p>
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	<p>MRCHT fosters partnerships with higher education institutions, industry associations, and professional bodies to support staff in developing joint research projects, publications, and conferences.</p> <p>A key partnership is the collaboration with the Department of Hospitality, Tourism and Aviation at the Romanian-American University (RAU) in Bucharest (Memorandum of Cooperation is attached). This partnership enables joint research initiatives, co-authored academic publications, exchange of expertise, and participation in shared research seminars. The collaboration strengthens Casa College's international research profile and enhances opportunities for staff and students to engage in cross-border academic dialogue.</p> <p>To implement its remit effectively, the MRCHT provides a comprehensive set of resources and institutional mechanisms designed to support the research development of staff and to encourage collaborative, applied, and pedagogical inquiry:</p> <ul style="list-style-type: none">▪ <u>Access to Practitioner Networks and Industry Data:</u> MRCHT has established and continues to expand practitioner networks in hospitality and tourism across Cyprus and the wider Mediterranean region. These networks provide staff with access to organisational data, case studies, and industry insights that support applied research projects.▪ <u>Research Funding and Grants:</u> Casa College allocates internal seed funding to support the initiation of small-scale research projects, pilot studies, or the development of proposals for external funding. This funding mechanism ensures that staff have opportunities to build their research portfolios and progress towards larger collaborative initiatives.	
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	<ul style="list-style-type: none">▪ <u>Professional Development and Research Training:</u> The Centre plans to implement a structured programme of professional development activities aimed at strengthening the research capacity of academic staff. This will include workshops, seminars, and training sessions focusing on key areas such as research methodology, academic writing, data analysis, and publication in peer-reviewed journals. These initiatives will be designed to support both full-time and part-time faculty, ensuring equitable access to research development opportunities. The programme will also align with the College's broader strategy to cultivate a sustainable research culture and to enhance the quality and visibility of staff research outputs.▪ <u>Research Mentorship and Peer Support:</u> Senior academic staff mentor early-career researchers, offering guidance in proposal development, ethics applications, and dissemination strategies. A structured peer-review process within MRCHT also supports staff in preparing high-quality publications.▪ <u>Conference and Dissemination Support:</u> Staff are encouraged and financially supported to present their research at national and international conferences. MRCHT assists with abstract submission, presentation preparation, and travel funding where applicable.▪ <u>Collaboration with International Partners:</u> Beyond the partnership with the Romanian-American University, MRCHT actively seeks to expand collaboration with other universities and research bodies across Europe and the Mediterranean basin. Such partnerships facilitate joint research	
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	<p>bids, knowledge exchange, and the co-development of academic events such as research symposia and workshops.</p> <ul style="list-style-type: none">▪ <u>Digital Repository and Research Information System:</u> The Centre has recently launched a centralised digital repository and research information system designed to record, track, and promote staff research outputs https://www.casacollege.ac.cy/research-activities-publications/. The platform currently serves as an internal database for monitoring research activity and showcasing emerging academic work. Ongoing development is focused on enhancing its functionality to include analytics, collaboration tools, and public access features that will highlight the College's research achievements and strengthen visibility within the wider academic and professional community. <p>https://www.casacollege.ac.cy/reasearch_L</p> <p>https://www.casacollege.ac.cy/mediterranean-research-centre-on-hospitality-and-tourism/</p>	
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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
<p>Append evidence of cooperation and recognition workflows (for both student admissions and staff credentials).</p>	<p><i>Cooperation Workflows – Student Admissions</i></p> <p>The Director of Admissions and Enrolment provides visionary leadership in the recruitment process. She supervises all stages—from information dissemination and interviews to registration—and ensures inter-departmental collaboration with other administrative staff, such as the Head Registrar and the Director of Academic Studies.</p> <p>The Administrative Committee and Academic Committee cooperate to apply admission policies and ensure that student recruitment aligns with academic standards and the College's strategic goals. The admissions department verifies the school leaving certificates online through the respective government educational boards abroad. (sample attached)</p> <p>The procedure is as follows:</p> <ol style="list-style-type: none"> 1. A contract is concluded with the Educational Advisor in the respective country, specifying the terms of the agreement as well as the relevant regulations and procedures. 2. The student submits the application, accompanied by a copy of the passport, the school-leaving certificate, and 	<p>Choose level of compliance:</p>

	<p>evidence of English-language proficiency, for verification.</p> <p>3. Upon completion of the verification process and after the academic committee confirms the candidate's eligibility, an official offer letter is issued to the student.</p> <p>The Admissions Evaluation Form (a sample is attached) is used to collect feedback from new students on their admissions experience. These forms are analysed internally, with results discussed among stakeholders to improve admission procedures.</p> <p>Additionally, for the credentials of academic staff, the Academic Director contacts the candidate's university by email to verify the authenticity of the degrees obtained, while a parallel verification is carried out through the Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS) to confirm the recognition status of the university's qualifications.</p> <p>The Ministry of Education, Sport and Youth of the Republic of Cyprus is duly informed by the College regarding the credentials of its faculty members. This is accomplished through the submission of the College's operational documentation, accompanied by the academic degrees of each faculty member, for the Ministry's review and approval. Furthermore, in accordance with CYQAA regulations, the curricula vitae of all faculty members are uploaded to the College's official website.</p>	
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	<p>Annex 8: Sample Admissions Evaluation Form / Director of Admissions Job Description/ Extracts from the Quality Assurance Manual (Student Admission & Registration)/ Sample of Admission Procedure/ Samples of verification of students' degrees/ Samples of verifications of faculty credentials/ Sample of Credit Transfer Student Application</p> <p>Recognition Workflows – Student Achievements and Transfers</p> <p>Transfer students submit official transcripts, module descriptions, and progress reports, which are evaluated individually for ECTS credit recognition following the CYQAA and the Ministry of Education guidelines.</p> <p>Attached sample of credit transfer documents with an application from CASA College.</p> <p>The final approval for the transfer of students and credits depends on the Ministry of Education, Sports and Youth – Tertiary Education Department.</p> <p>The College grants annual scholarships to students with outstanding academic performance, excellent high school grades, or athletic distinction. Erasmus mobility participants also receive recognition for external credits earned abroad.</p>	
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	<p>High-achieving continuing students receive scholarships and prizes upon graduation</p> <p>Annex 9: Quality Assurance Manual:</p> <p>Student Recognition Policy (section 5.3)</p> <p>Scholarship Criteria (section 5.3, section 7.2.3, section 7.2.4) and Erasmus Procedures (section 5.3, section 6.3)</p> <p>Recognition Workflows – Staff Credentials</p> <p>Casa College applies transparent and cooperative mechanisms for staff credential evaluation and career progression.</p> <p>Staff recruitment follows a structured policy ensuring fairness and adherence to qualification standards. Vacancies are advertised publicly (via the Labour Department, EURES, and the College website), and all applicants' credentials are reviewed by the Human Resources Department and the Academic Committee. Additionally, the academic credentials (Bachelor's, Master's, and Doctoral degrees) are submitted to the Ministry of Education for approval and are subsequently published on the College's official website in accordance with the guidelines established by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA).</p>	
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	<p>The College maintains a formal Faculty Ranks and Promotion System where academic staff undergo systematic evaluation every four to five years, involving internal examiners and, most recently, after the decision of the Academic committee, external examiners to ensure impartial credential recognition.</p> <p>Staff are encouraged to participate in Erasmus+ exchanges and professional development activities, as well as in research proposals, fostering inter-institutional cooperation and skill enhancement.</p> <p>Annex 9: Staff Recruitment and Evaluation Policy (section 6.1–6.4)</p> <p>Annex 10: Performance Evaluation Handbook for Lecturers</p>	
<p>Recognition of Prior Learning procedures: Publish detailed RPL policy and exemplars (e.g., mapping professional experience to ILOs with assessment).</p>	<p>The College defines the Programme's Intended Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Knowledge and Understanding ▪ Cognitive Skills (Analysis, Synthesis, Evaluation) ▪ Practical/Professional Skills ▪ Transferable Skills (Communication, Leadership, Ethics, etc.) <p>Candidates must provide documented evidence of learning achieved through work</p>	<p>Choose level of compliance:</p>

	<p>experience. Such evidence includes:</p> <ul style="list-style-type: none">▪ Portfolio of professional projects▪ Reflective reports or learning statements▪ Employment records or job descriptions▪ Employer verification or references▪ Professional certifications or training records▪ Outputs such as reports, business plans, research contributions, etc. <p>A structured Mapping Matrix is being developed to align the evidence with the corresponding ILOs. Once mapped, the assessment must validate that the learning achieved meets the master's standard.</p> <p>Assessment Methods</p> <ul style="list-style-type: none">▪ Reflective Report or Portfolio Assessment (Student submits structured reflection mapped to ILOs)▪ Oral Viva / Interview (Panel validates authenticity and depth of learning)▪ Project-Based Assessment (Application of professional knowledge to an academic challenge)▪ Research Equivalence Submission (Written research paper or case analysis aligned with thesis standards)	
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	<p>Assessments are documented, graded, and verified through internal moderation and, if applicable, with the assistance of external examiners.</p> <p>For Casa College, a candidate applying for <u>partial recognition of work experience</u> toward the MSc in Hospitality and Tourism must demonstrate:</p> <ul style="list-style-type: none">▪ 5 years of professional experience as a hotel operations or resort general manager, reflecting mastery of strategic and operational leadership aligned with management and organisational performance ILOs.▪ Published or internally disseminated research reports on guest satisfaction metrics or sustainability practices, demonstrating research-informed practice and evidence-based decision-making.▪ Proven experience in coordinating international tourism partnerships or cross-border hospitality projects, showing advanced intercultural communication and collaborative leadership competencies. <p>Following submission of a reflective professional portfolio and participation in an academic interview (viva), the College's RPL Evaluation Panel could award ECTS credits toward the MSc programme. This recognition reflects the candidate's demonstrated ability to meet key Intended Learning Outcomes (ILOs) at the master's</p>	
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	<p>level — specifically in strategic analysis, research application, ethical leadership, and global hospitality management.</p> <p>Annex 11: RPL Mapping Matrix and Assessment Rubrics</p>	
<p>Progression analytics: Once the program is operational, report progression, completion, and withdrawal rates annually and act via QA.</p>	<p>Once the programme becomes operational, progression, completion, and withdrawal rates will be reported annually, consistent with the procedures followed for all existing academic programmes. As highlighted in the EEC report (p. 24), processes to support student progression are already in place from the point of student enrolment. Continuous assessment is systematically monitored by the College's Registrar. Dedicated software is employed to track student engagement, including academic performance, attendance, and submission of assignments (Moodle, CACOMA intranet). Transparent and publicly available admission criteria, including English language proficiency requirements, are maintained in accordance with national regulations. Furthermore, a structured transfer policy, incorporating credit limits aligned with established best practices, ensures academic integrity and supports the smooth progression of students throughout their studies.</p>	<p>Choose level of compliance:</p>

3. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Staffing: Appoint permanent counsellor(s) and a mobility officer.</p>	<p>At present, the College has appointed a qualified staff member with a strong academic and professional background in psychology, counselling, and student mentoring, who effectively fulfils the duties of a counsellor within the institution. The staff member holds a Master's degree in Psychology, with a specialisation in Performance Psychology, and has practical experience in school counselling. Furthermore, this individual has undertaken training in Acceptance and Commitment Therapy (ACT) and has completed the "7 Habits of Highly Effective People" training programme delivered by Sean Covey, which further enhanced her mentoring and interpersonal effectiveness skills.</p> <p>Through this arrangement, Casa College ensures that its students have access to qualified psychological guidance and mentoring support, while maintaining flexibility appropriate to the size and operational scale of the institution. In addition to providing emotional and psychological assistance, the counsellor also mentors students in their academic and career endeavours, helping them make informed decisions, develop clear goals, and build the skills necessary for future success. This approach allows for close interaction with students and personalised support within a trusted and familiar academic environment.</p>	<p>Choose level of compliance:</p>

<p>Nevertheless, the College remains open and committed to expanding its counselling services as the student population grows, including the possibility of establishing a dedicated counselling unit to further strengthen student welfare provision in the future.</p> <p>Casa College acknowledges the Committee's observation regarding the allocation of responsibilities related to mobility coordination. As a small higher education institution, the College operates within a compact administrative and academic structure that promotes efficiency, close collaboration, and direct communication among departments.</p> <p>Given the limited number of mobility cases managed annually, it has been deemed both practical and effective for the Mobility Officer to operate within the Quality Assurance (QA) Team. This integration ensures that mobility activities are implemented in alignment with the College's quality assurance policies and continuous improvement framework, while maintaining coherence with the institution's overall strategic objectives.</p> <p>Furthermore, by positioning the Mobility Officer within the QA structure, Casa College ensures that mobility procedures — including Erasmus+ exchanges and international collaborations — are monitored and evaluated through the same rigorous standards applied to all academic and administrative functions. This arrangement allows the institution to maximise resources efficiently, avoid unnecessary</p>	
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	<p>duplication of roles, and maintain direct oversight of all quality-related outcomes associated with student and staff mobility.</p> <p>Should the volume of mobilities increase in the future, Casa College remains fully committed to reassessing the structure and establishing a dedicated Mobility Office to further support its expanding internationalisation strategy.</p> <p>Annex 12: Michalina Kobosco CV (Psychologist - Counsellor)</p>	
Library Subject holdings: Expand hospitality/tourism journals and industry databases (e.g., STR/Euromonitor) to deepen sector coverage, as expected for an MBA-type programme.	<p>Casa College provides its students and faculty with comprehensive access to EBSCOhost online databases, ensuring a high-quality digital research environment that supports both academic and professional development. The College's EBSCO subscription includes a range of specialised databases such as Business Source Elite, Hospitality and Tourism Complete, eBook Business Collection, Regional Business News, and the general eBook Collection. These databases collectively give students and staff access to an extensive range of over 450,000 e-books, academic journals, industry reports, case studies, and peer-reviewed articles. The Hospitality and Tourism Complete database is particularly valuable for MSc students, offering authoritative content in hospitality management, tourism operations, customer experience, and sustainability. Through these resources, students are equipped to conduct advanced research, remain informed on current trends, and apply evidence-based knowledge in</p>	Choose level of compliance:

<p>their coursework and dissertations, thus enhancing the overall quality of learning and scholarly engagement at Casa College.</p> <p>Additionally, students can benefit from the College's physical library, which provides access to printed textbooks, reference materials, and study spaces that complement the digital collections and enhance the overall learning experience at Casa College.</p> <p>Casa College has strategically chosen to prioritise investment in online library resources to align with contemporary educational trends and the evolving learning habits of today's students. The current generation of learners is highly digitally literate and accustomed to accessing information instantly and interactively, using laptops, tablets, and mobile devices as their primary study tools. Online databases such as those provided through EBSCOhost offer flexibility, accessibility, and inclusivity, enabling students to conduct research at any time and from any location, which is particularly valuable for postgraduate students balancing studies with professional or personal commitments. Furthermore, digital collections ensure up-to-date academic content, reduce environmental impact, and allow the College to provide a far broader range of materials than would be possible through physical collections alone. This approach reflects Casa College's commitment to modern, student-centred, and sustainable learning practices</p>	
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	<p>consistent with global higher education standards.</p> <p>We wish to inform you that the College is currently in the process of finalizing a subscription agreement with Euromonitor - Passport. We have already contacted Euromonitor International Passport Database via an online meeting to request further information (licence options, modules, academic licence terms) to proceed with the subscription.</p> <p>Access to the Euromonitor Passport database will provide students with comprehensive, real-world market intelligence covering global travel, tourism, hospitality, consumer behavior, and economic trends. Passport offers detailed industry reports, forecasts, country profiles, and company analyses, enabling students to work with high-quality data used by professionals in market research, tourism planning, and business strategy. By integrating Passport's insights into coursework, case studies, and research projects, faculty can enhance the relevance and depth of teaching across hospitality, tourism, marketing, and business modules. Students can utilize the platform to support dissertations, market studies, competitive analyses, feasibility assessments, and other applied research activities, all grounded in authoritative international data. Through exposure to industry-standard research tools and analytical practices, students gain valuable skills that strengthen their employability and prepare them for careers in tourism development, market analysis, strategic planning, and</p>	
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	<p>various roles within the broader hospitality and travel sectors.</p> <p>We will continue to explore and secure additional resources that enhance teaching, learning, and professional preparation.</p> <p>We hereby attach details and licensing options from the Euromonitor International Passport database. We will move forward with subscription and inform the College community accordingly.</p> <p>Annex 13:</p> <ul style="list-style-type: none"> ▪ CASA College Libraries and Search Engines ▪ CASA College website_EBSCO Page ▪ EBSCO CASA College Collections ▪ CASA College EBSCO webpage with Collections ▪ CASA College annual payment for EBSCO_Cyprus Syndicate ▪ Euromonitor Passport database quotation 	
<p>Capacity planning: Provide a resource-to-enrolment model (rooms, lab seats, library occupancy, staff-to-student ratios) for two intake scenarios.</p>	<p>Annex 14: Resource-to-Enrolment Model</p>	<p>Choose level of compliance:</p>

**4. Additional for doctoral programmes - Not Applicable
(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) – Not Applicable (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
<p>The current curriculum design does not fully reflect the positioning as an MBA programme i.e. regarding sufficient work experience for entry requirements (e.g. minimum 2 years) and the inclusion of introductory rather than advanced level content.</p>	<p>The College has taken into consideration the comments of the EEC and has decided to offer an MSc in Hospitality and Tourism instead of an MBA in Hospitality and Tourism.</p> <p>This decision was made because the current curriculum design, which emphasizes the development of advanced analytical, managerial, and research skills within the context of the hospitality and tourism industry, aligns more closely with the academic and professional expectations of an MSc programme rather than an MBA. Furthermore, the entry requirements, which do not stipulate extensive prior work experience, are consistent with the MSc framework, which focuses on cultivating subject-specific expertise and academic depth. The MSc structure will therefore better reflect the programme's academic rigor, research orientation, and target audience, while maintaining strong relevance to the hospitality and tourism sector.</p> <p>The programme enables graduates to become digitally fluent, research-informed, strategically capable, ethically responsible leaders who can innovate, manage complexity, and transform hospitality and tourism organisations in a globalised, technology-driven environment.</p>	<p>Choose level of compliance:</p>

<p>The outcomes below fully align with the standards of EQF-Level 7:</p> <p>1. KNOWLEDGE</p> <p>Graduates will demonstrate highly advanced, specialised, and integrated knowledge in hospitality, tourism, and related management disciplines, including critical awareness of emerging issues, theories, and practices.</p> <ul style="list-style-type: none">▪ Demonstrate a comprehensive and critical understanding of global tourism and hospitality systems, including their economic, cultural, geopolitical, digital, and environmental drivers.▪ Critically evaluate market structures, competitive forces, and regulatory environments shaping tourism and hospitality industries.▪ Demonstrate advanced knowledge of sustainability, CSR, ethics, governance, and their impacts on tourism and hospitality strategy and operations.▪ Demonstrate expert understanding of AI, automation, digital platforms, analytics, CRM, smart technologies, and marketing technologies affecting hospitality and tourism.▪ Evaluate the implications of big data, IoT, cybersecurity, AI ethics, and digital transformation for organisational competitiveness and consumer behaviour.▪ Demonstrate mastery of qualitative, quantitative, and mixed-methods research,	
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	<p>including sampling, data collection, validity, reliability, and ethical procedures.</p> <ul style="list-style-type: none">▪ Show critical awareness of data analytics, statistical modelling, and industry intelligence used for decision-making. <h2>2. SKILLS</h2> <p>Graduates will develop advanced cognitive, analytical, and practical skills that enable problem-solving in complex and unpredictable contexts.</p> <ul style="list-style-type: none">▪ Critically analyse complex tourism and hospitality issues, synthesising knowledge from multiple areas (technology, markets, sustainability, economics).▪ Apply advanced models, frameworks, and methodologies to diagnose organisational challenges and evaluate strategic options.▪ Use statistical methods, forecasting tools, and analytics platforms (i.e., SPSS) to interpret complex datasets and generate insights.▪ Formulate strategic plans and evidence-based decisions for destinations, businesses, and hospitality organisations.▪ Develop and evaluate innovative business models, service designs, and digital transformation strategies.▪ Lead organisational change and implement advanced HRM strategies, including talent management, workforce planning, diversity	
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	<p>and inclusion, and performance systems.</p> <ul style="list-style-type: none">▪ Apply AI-driven tools, digital marketing systems, predictive analytics, and customer insight technologies to enhance service, experience, and competitiveness.▪ Solve problems associated with cyber-risk, digital ethics, data privacy, and technology-driven disruptions in tourism contexts.▪ Design, conduct, and communicate high-level research projects, producing structured proposals and academic-quality reports.▪ Evaluate academic literature with critical rigor, synthesise findings, and generate new perspectives or practical recommendations. <p>3. COMPETENCE</p> <p>Graduates will assume leadership roles, manage complex professional situations, and operate with autonomy, responsibility, and ethical integrity.</p> <ul style="list-style-type: none">▪ Operate with a high degree of independence and professional judgment in making strategic and operational decisions.▪ Take responsibility for transforming and innovating organisational practices, including digitalisation, risk governance, and sustainable development.▪ Lead crisis and risk-management processes, including scenario planning,	
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	<p>simulations, and resilience-building initiatives.</p> <ul style="list-style-type: none">▪ Demonstrate ethical reasoning and compliance with legal, environmental, digital, and social responsibility frameworks.▪ Manage challenges involving AI ethics, data protection, inclusivity, labour rights, sustainability, and stakeholder accountability.▪ Lead, mobilise, and inspire multidisciplinary and multicultural teams, demonstrating advanced communication, negotiation, and conflict-management skills.▪ Manage stakeholder ecosystems in tourism and hospitality, including public–private partnerships, community engagement, and digital communication strategies.▪ Coordinate complex organisational or destination-wide initiatives under uncertainty, crisis conditions, or rapid technological change.▪ Demonstrate self-directed learning, continuous professional development, and adaptability to new technologies, emerging risks, and industry trends.▪ Engage critically with academic, industry, and technological advancements to maintain expert-level professional competence. <p>Annex 15: Reply to the Conclusion Remarks of the EEC</p>	
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<p>There is substantive overlap between course contents.</p>	<p>The College has taken into consideration the committee's observation regarding the substantive overlap between course contents. In response, the modules have been thoroughly reviewed and redesigned to ensure clear differentiation in learning outcomes, content focus, and assessment methods.</p> <p>This revision process aimed to eliminate redundancy and to enhance the coherence and progression of knowledge and skills throughout the programme. Each module now has a distinct academic and professional scope, contributing uniquely to the overall aims and objectives of the degree.</p> <p>Annex 1: Module Descriptions Annex 15: Reply to the Conclusion Remarks of the EEC</p>	<p>Choose level of compliance:</p>
<p>The course objectives, learning outcomes, and contents are misaligned.</p>	<p>The College has taken into consideration the committee's comments regarding the misalignment between the course objectives, learning outcomes, and contents. Following a comprehensive curriculum review, the programme objectives, learning outcomes, and module content have been fully realigned to ensure coherence, consistency, and progression throughout the MSc in Hospitality and Tourism.</p> <p>The revised structure now ensures that each module's aims and outcomes directly support the overall programme objectives, with a clear link between theoretical knowledge, applied skills, and research</p>	<p>Choose level of compliance:</p>

	<p>competencies expected at master's level. This alignment enhances both the academic integrity and professional relevance of the programme, ensuring that students achieve the intended outcomes effectively and consistently across all modules.</p> <p>Annex 15: Reply to the Conclusion Remarks of the EEC</p>	
<p>Sometimes the assessments ask for tasks not previously covered in the course content or ones that do not align with assessing what was stated in the learning outcomes.</p>	<p>Following a thorough review of the programme, the assessment strategy has been redesigned to ensure that all assessment tasks are directly linked to the learning outcomes and correspond to the material covered within each module.</p> <p>Module leaders have reviewed and revised assessment briefs to guarantee that students are evaluated on knowledge, skills, and competencies explicitly taught and developed during the course. In addition, assessment mapping has been introduced to clearly demonstrate the relationship between learning outcomes, teaching activities, and assessment methods. This ensures that all evaluations are relevant, fair, and reflective of the intended academic standards at the master's level.</p> <p>Annex 1: Module Descriptions</p>	<p>Choose level of compliance:</p>
<p>Upon review of the course contents, there should be a focus on introducing modern and innovative themes (e.g. Sustainability, Artificial Intelligence, digital</p>	<p>The revised curriculum now strongly incorporates modern tourism and hospitality trends, including:</p>	<p>Choose level of compliance:</p>

<p>transformation, strategic change management).</p>	<p>Modules That Concentrate on Sustainability:</p> <p>Required:</p> <ul style="list-style-type: none"> ▪ MHT511 – Tourism & Globalisation ▪ MHT513 – Tourism Management ▪ MHT522 – Hospitality Management ▪ MHT523 – Consumer Behaviour & Marketing (ethical/sustainable consumption) ▪ MHT532 – Sustainable Project Planning (FULL sustainability module) ▪ MHT533 – Financial Management (CSR-aligned decisions) <p>Electives:</p> <ul style="list-style-type: none"> ▪ MHT505 – CSR & Ethics (strongest sustainability/ESG module) ▪ MHT504 – Mergers & Takeovers (sustainability trends in M&A) ▪ MHT506 – EU Legal Principles (environmental law & sustainable tourism regulation) <p>Modules That Concentrate on Artificial Intelligence:</p> <p>Required:</p> <ul style="list-style-type: none"> ▪ MHT511 – Tourism & Globalisation (AI in tourism systems) 	
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<ul style="list-style-type: none"> ▪ MHT512 – Industrial Organisation (digital algorithms & platforms) ▪ MHT514 – Statistical Methods (machine learning foundations) ▪ MHT521 – Risk Management (heavy AI use: predictive analytics, digital twins) ▪ MHT522 – Hospitality Management (AI, robotics, automation) ▪ MHT523 – Marketing (AI personalisation, chatbots, ML) ▪ MHT524 – HRM (AI-driven recruitment and HR analytics) <p>Electives:</p> <ul style="list-style-type: none"> ▪ MHT501 – E-Marketing & Digital Technologies (AI, VR/AR, chatbots, automation) ▪ MHT503 – Business Information Systems (AI, ML, IoT, RPA) ▪ MHT505 – CSR & Ethics (AI ethics) <p>Modules That Concentrate on Digital Transformation:</p> <p>Required:</p> <ul style="list-style-type: none"> ▪ MHT511 – Tourism & Globalisation ▪ MHT512 – Industrial Organisation ▪ MHT521 – Risk Management ▪ MHT522 – Hospitality Management ▪ MHT523 – Marketing 	
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<ul style="list-style-type: none"> ▪ MHT531 – Project Organisation & Mgmt <p>Electives:</p> <ul style="list-style-type: none"> ▪ MHT501 – E-Marketing & Digital Technologies (full digital transformation module) ▪ MHT503 – Business Information Systems (IT transformation, ERP, CRM, cloud) ▪ MHT504 – M&A (digital integration strategies) ▪ MHT506 – EU Legal Principles (GDPR, digital rights) <p>Modules That Concentrate on Strategic Change Management:</p> <p>Required:</p> <ul style="list-style-type: none"> ▪ MHT513 – Tourism Management ▪ MHT521 – Risk Management ▪ MHT522 – Hospitality Management (leading digital change) ▪ MHT524 – HRM (organisational development & workforce transformation) ▪ MHT531 – Project Organisation (governance and strategic change) ▪ MHT533 – Financial Management (strategic decision-making in uncertain environments) <p>Electives:</p> <ul style="list-style-type: none"> ▪ MHT502 – Formation, Motivation & Mobilising Project 	
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	<p>Teams (project leadership & change)</p> <ul style="list-style-type: none"> ▪ MHT503 – Business Information Systems (IT-driven organisational change) ▪ MHT504 – Mergers & Takeovers (post-merger integration = major change management area) ▪ MHT505 – CSR & Ethics (ethical leadership & sustainable organisational transformation) 	
<p>External stakeholder integration: Establish and minute an External Advisory Board (industry/employer/alumni), and show how its ongoing inputs are used in programme revision within the QA cycle.</p>	<p>Annex 16: Minutes from the meetings with the Advisory Board and other external collaborators.</p>	



C. Higher Education Institution academic representatives

Name	Position	Signature
Elina Saveriades	General Manager	
Ellie Petrou	Academic Director of Studies	
Camelia Monica Gheorghe	Programme Coordinator 1	
Kakia Avgousti	Programme Coordinator 2	
Maria Yiannoullou	Quality Assurance & Enhancement	
Dorota Jedryka	Head Registrar	
Milani Austria	Lecturer – Director of Research Centre	



Hazel Sallacay

Student

Date: 12/12/2025

