

Doc. 300.1.1

Date: 3.10.2025

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
CTL Eurocollege
- **Town:** Limassol
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Hospitality and Tourism Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Programme Name
In English:
Hotel Management [4 years, 240 ECTS, Bachelor (BA)]
- **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. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (henceforth EEC) examined the documentation for the Bachelor of Arts (4 Years, Plus an Optional Foundation Year, 240 ECTS) offered by the CTL Eurocollege (henceforth College). The EEC was provided with all relevant documentation in advance in order to assess the study programme in question. The site visit took on October 2nd 2025 when the EEC met with College management, teachers, administrators, students and external stakeholders.

During these meetings, the academic management team of the College outlined the College's strategy and standing, its market positioning and the curriculum as well quality assurance processes and procedures. Meetings were also arranged with academic and administrative staff to better understand their involvement in the design of the BA programme. The EEC also had the opportunity to visit the premises of the College resources, class infrastructure, computer centre, library, online and recreational facilities.

Twenty-five percent of the student community are Cypriot, the balance of students are international students from India, Pakistan, the Middle East, South- East Asia and Eastern Europe. There is an aspiration to increase the number of local and EU students.

During the site visit, the EEC had the pleasure to meet 3 students currently enrolled in the program at various levels (Years 2, 3 and 4). The purpose was to obtain feedback concerning their experience, satisfaction and aspirations. The EEC also met 2 industry stakeholders who collaborate with the college.

Fifteen members of the teaching team provided answers to questions about the College's teaching provision, their specific roles in delivering teaching, seven of whom work there on a part-time basis.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Astrid Dickinger	Head of School of Tourism and Service Management	Modul University Vienna
Tom Baum	Professor of Tourism Employment	University of Strathclyde, Glasgow
Peter Lugosi	Professor of Culture and Organisation	Oxford Brookes University
Maria Nestoros	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

1.1 Policy for quality assurance

The College operates a formal QA Committee (Academic Dean, AF Director, faculty, QA officer, student reps), meeting quarterly with a remit covering regulatory compliance, the annual programme review (APR), student surveys, faculty evaluation, staff evaluation, and examination boards that safeguard quality management. A Quality Assurance Handbook underpins all areas of operation. In addition, quality assessment procedures relating to the responsibilities of non-faculty members are in place. QA processes have been revised and developed in response to recommendations of the previous CAQAA accreditation report. Notable among these changes are plans to cross-moderate samples of assessed student work with a college that offers a comparable programme, located in Nicosia, although this development remains in the pipeline.

QA processes are comprehensive and include: APR consolidating student evaluations, course-level reflections, external input, and KPIs; lecturer appraisal with thresholds and consequences; and procedures for corrective action with follow-up.

A detailed faculty evaluation plan was presented at the meeting. Lecturers are provided with a staff handbook at the beginning of each semester that include information on their roles within the QA process. Informal mid-term evaluation by students provides formative feedback to teachers, formal evaluation at end of the semester. The results of the formal evaluations are collected by the Quality Manager. Since evaluations are not obligatory, achieving response rates is often challenging. In cases of low responses, this component is removed from annual staff evaluations. The Dean receives a report on the student feedback and undertakes site visits in class to validate findings. This is followed by communication with the lecturer.

There is a Student Union in the College, which plays a visible role in providing feedback to lecturers and institutional leadership.

1.2 Design, approval, on-going monitoring and review

The BA is positioned as a 240 ECTS programme in hotel operations and management, with ILOs spanning communication, hotel operations, (inter-)cultural competence, strategic management, and leadership/OB aligned to hospitality managerial roles. The course mapping is transparent and individual courses meaningfully contribute to the overall programme.

Design features include a short, intensive, credit-bearing work placements (organised by the College and approved by the Ministry), a research methods module prior to the Final Project, and semester by semester progression (Tables/Annexes referenced in the application). The Feasibility section conveys the staffing/financial viability of the programme.

The institution holds an Erasmus+ Charter (ECHE), lists partners, and shows sustained in/out mobility by students and staff.

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.

Processes for monitoring and improvement of course contents are in place. Faculty meets, agrees on changes and implements them. Marginal content updates are managed on an annual basis as part of syllabus review. More substantive changes are undertaken at the time of revisions for programme reaccreditation.

Hospitality industry partners offer internships and job placement opportunities. This involvement revolves around provision of feedback on student performance in the workplace and insights into emerging development in the industry through guest lectures and hosting of site visits. The role of the industry representatives is an informal, advisory one. There does not appear to be a formal Industry Advisory Committee/Council to support the programme and its strategic development.

1.3. Public information

The submitted documents state programme structure (course distribution per semester) and staff allocation. This information is available on the College's website (<http://www.ctleuro.ac.cy/en/>). The College also made available Tables/Annexes that provide definitive details for CYQAA (see item 9 referencing Tables 3–4).

1.4. Information management

Attendance, eligibility, exam conduct, and complaints/discipline are tracked. A web platform reporting system supports attendance/progression monitoring, which is used by the Faculty to administer their courses as well as administrative staff to monitor student progression. Student satisfaction, and lecturer/course evaluations that support feedback appears to be appropriately documented.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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- Structured, cyclical quality assurance.
- Clear evidence of a positive response to previous accreditation report recommendations.
- Plans to introduce college 'twinning' with an institution in Nicosia to moderate assessed student work.
- Integrated student voice (end of semester, mid-term, graduation).
- Coherent managerial focus, complemented by modules that support the development of (inter-)cultural competencies.

- Embedded work-based learning.
- Long-standing teaching staff with extensive experience contribute to programme stability
- The institution demonstrates a strong willingness to improve and modernise its offerings and QA systems.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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- Systematically collect external stakeholder input to inform the programme.
- 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.
- 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).

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.1 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
- *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
- *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training*

have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?

- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

2.1. Process of teaching and learning and student-centred teaching methodology

Teaching and learning methods include: lectures, seminars, case analysis, role-play, 'storytelling' (to utilise personal experiences), interactive in-class activities and web-supported learning, encompassing the use of established hospitality industry software.

Student-centred learning is a focal strategy through the 4Cs, Communication, Creativity, Collaboration, Critical thinking and the 4Cs are intended to underpin all activities (academic, pastoral, professional) within the College ecosystem.

It can be concluded that the breadth of didactical approaches serves the purpose of higher education at the bachelor level.

2.2. Practical training

Students and lecturers report on exposure to the industry through field trips, site visits and internships as well as work placements. These activities are encouraged and facilitated by Faculty and administration. International collaborations and connections are facilitated through Erasmus, and there is a good track record of making the most of mobility opportunities.

The internship is ECTS credit-bearing and supported through the College. Students are paid during formal placements. The internship coordinator visits students at their placement property; a logbook is kept by the student and industry mentor. Accordingly, a coherent quality management process for

the practical training is in place. The learning facilitated by the internship is assessed through a formalised process.

2.3. Student assessment

Assessment is transparent and communicated in course outlines. The standard pattern is: Mid-term 35%, Assignments/Projects 10%, Participation & Attendance 5%, and a 3-hour Final Examination at 50% of the final mark (pass mark 50%).

Attendance ($\geq 70\%$) is required to sit final examinations. Examination regulations, and specific procedures for academic integrity (Turnitin access for staff and students; plagiarism policy) are documented. Appropriate examination arrangements are available for students with disabilities, based on medical evidence. Procedures for student appeals relating to grading outcomes are in place.

The College is in the process of establishing a partnership arrangement with a college in Nicosia to moderate each other's module as part of a QA initiative. Under this arrangement, selected sample assignments will be reviewed by a counterpart assessor in the partner institution, who will provide an independent evaluation. Internally, second marking of assessments is in place and in cases where discrepancies arise between assessors, the assignments are referred to the internal quality management system for resolution. Furthermore, lecturers receive structured feedback based on these reviews, thereby supporting the continuous enhancement of grading practices and assessment policies.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Clear, published assessment scheme with an example of GPA calculation.
- Robust exam regulations.
- Plagiarism prevention via Turnitin and explicit referencing of expectations.
- Midterm student feedback for practical modules.
- Enthusiastic student body motivated to participate in academic life.
- Internal moderation systems are in place for assessments and plans are being made to extend this to involve a partner college in Nicosia.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- 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 $\geq 50\%$ practical/continuous assessment in operations modules.
- Introduce graded formative checkpoints to reduce burden of exam load; strengthen rubrics.

- Encourage greater use of digital tools and AI-related content. Reading material for the PR and cross-cultural management course should be updated.
- Ensure that the ICT course is updated to reflect current developments and student needs.
- Articulate and publish clearer regulations to handle academic misconduct.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

3.1 Teaching staff recruitment and development

The process for staff recruitment is transparent. The qualifications of the teaching staff are appropriate to achieve the programme's objectives, and to ensure quality of the teaching and learning. Minimum experience and achievement thresholds, and probation procedures are specified. Promotion thresholds for teaching staff are published. The college offers professional training opportunities alongside the state's mandatory training. Recent in-house professional development covered the responsible integration of AI into teaching. The annual faculty evaluation integrates Dean's observation, student evaluations, research activity, assessment quality, and service/curriculum contributions.

3.2 Teaching staff number and status

The number of teaching staff is adequate to support the running of the programme. Recruitment emphasises PhD qualified faculty with research and pedagogic experience; there is a reasonable distribution of staff across different grades; the distribution of full-time and part-time appointments conform to state-set benchmarks. A transparent ranking scale (Professor/Associate Professor/Assistant Professor/Senior Lecturer/Lecturer) identifying expected qualifications, remuneration bands and research incentives are provided.

3.3 Synergies of teaching and research

There was evidence of a clear research strategy. The College supports research via a Research Office, which provides administrative infrastructure and leadership; there are dedicated budgets and established procedures to support conference attendance, staff mobility, publishing and research income generation. There was also evidence that the research strategy and associated mechanisms have fostered appropriate outcomes, including high-quality academic publications, practitioner-focused outputs, collaborative research project income and participation in Erasmus mobility initiatives. Several of the staff are involved in organising research-related events, and there is a well-established track-record of participation in international conferences.

Several examples were provided of research-informed teaching, and there was evidence of involving external stakeholders in facilitating research, which can also contribute to students' learning and development. Research performance forms part of the staffs' annual performance evaluation.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Clear staff recruitment, grading procedures and performance expectations are in place.
- The College has a clear research strategy, which is underpinned by organisational structures and procedures that foster a viable research culture.
- Publishing, income generation and knowledge exchange is supported by dedicated resources and processes.
- Colleagues and students benefitted from staff and student mobility, including and especially the Erasmus programme.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Continue to facilitate formal opportunities for staff to share good practice to modernise their teaching practices, which may also integrate research elements.
- Continue to identify opportunities for internal collaborations among established and emerging researchers.
- Explore further opportunities to collaborate with external stakeholders, especially from among the college's professional networks, to facilitate impactful research.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant



3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4.1 Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

4.1. Student admission, process and criteria

The admission criteria are clearly defined and transparent. Applicants must hold 12-year secondary school completion certification and demonstrate English language proficiency in line with national policy. The grade point average required for admission is also explicitly communicated. Applicants who do not initially meet the language proficiency requirements may enrol in a foundation program with a lower language threshold, and upon its successful completion, progress to the bachelor's degree. Additionally, some students complete a two-year diploma programme in the College or elsewhere before articulating into the bachelor's program.

At present, no interview is required for admission to the bachelor's program. Government scholarships are available to support exceptional Cypriot students.

4.2 Student progression

To facilitate student progression, structured support mechanisms are implemented from the outset of their studies. During the orientation day, students are introduced to the programme's module

outlines and academic expectations. They are also informed about the subject-specific marking criteria, which are consistently applied by instructors throughout classroom instruction.

Student progression is tracked through the college's online learning system. In the event of failing a module, students have one chance to re-sit the exam, in case of repeated failure students are required to take the module again.

Students receive feedback in-class, by email or via the teaching platform. Students report that progression is not an issue if one is dedicated to the study programme and engages with the course material and other learning demands.

The use of AI in education is a recognised challenge. The college employs Turnitin for plagiarism as well as AI detection. Fraudulent work is marked with zero credits.

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.

4.3 Prior recognition of student learning

A process for recognition of prior studies is in place. The Programme Coordinator and Academic Director assess course equivalency and inform the student about the recognition of courses. For international students, a maximum of 10% of ECTS are transferable. For local and EU students up to 2 years equivalent of credits can be recognised. The final credit transfer arrangements have to be approved by the Ministry of Education.

4.4 Student certification

The process set forth by the Ministry for student certification is closely followed. Students receive certification including diplomas, supplements and related documents in line with the European Higher Education Standards.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Transparent admission processes.
- Students seem well-informed about processes and requirements.
- There are established processes for certification and credit transfer.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- Continue with transparent admissions documentation.
- Continue establishing processes for recognition, specifically for micro learning.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5.1 Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

5.1 Teaching and learning resources

The accreditation dossier and site visit evidence indicates adequate and accessible teaching and learning resources. Digital learning is supported via the 'ELS' teaching platform, which is appreciated by the students and Faculty. The platform is comparable to Moodle or Blackboard but tailored to the college's needs.

5.2 Physical resources

The College occupies premises in central Limassol, and the College infrastructure was detailed in the documentation provided. Physical resources include modern classrooms with interactive whiteboards, IT labs (3 in total, one equipped with specialist software for hospitality students), and a library. The library is continuously updated and manages subscriptions through the KKYB, Cyprus library consortium (29 databases and e-books are available). Springer and Wiley resources are available for research and teaching.

During the EEC site visit the physical resources were presented and seem to adequately support the study program. Students indicated that they were very satisfied with the physical resources provided. Students are also aware of the services offered and make good use of them.

5.3 Human support resources

The full range of administrative and student services are detailed in the application material (encompassing Student Affairs and Welfare Office, academic advising, mentoring, mobility etc.). Erasmus+ collaboration is in place with multiple institutions with a plan to extend these collaborations. Staff mobility through Erasmus+ is encouraged, with a stronger track record of academics utilising these opportunities. Outgoing mobilities for students are mostly among local rather than international students, primarily because of visa rules.

There is a process for accommodating students with diverse learning needs and disabilities. Upon assessment based on official documents and doctor's certificates, Faculty are informed about special needs to accommodate these students. When asked about the human facilities, students confirmed that they are very satisfied with the support received. The student welfare and counselling services have established protocols in place to support students dealing with stress, challenges associated with re-locating, mental health, as well as personal support. An established referral system is in place for counselling, and for addressing psychological and personal issues. This seems to be fit for purpose and students are informed about the services available to them.

The student union is active, organising international days, trips, events and other activities. They also work with lecturers providing feedback.

5.4 Student support

Student support seems to be adequate. Student reports on their experience studying at the College are very positive. This is shown by the examples provided below:

- Internship programme. Students reported varied exposure to job demands and insights and adequate support/mentoring from the College.
- The feedback box in the cafeteria is a mechanism to support ongoing development.
- Students refer to the community as a 'family'.
- International students are supported in their transition to Cyprus.
- Student mobility: The opportunities afforded by Erasmus is appealing and used by local students.
- International students receive support during the visa process, finding housing, relocating, cultural immersion and induction upon arrival.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- Teaching staff seem to be very caring and supportive of students.
- Well-planned support is in place for international students to manage their travel, settlement and integration.
- Students are supported with intercultural communication and culture to enhance their international experience.
- Extra-curricular and value adding experiences are in place to enhance the student experience.
- Availability of counselling support, including an on-campus psychologist.
- Well-qualified and experienced administrative staff.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- 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.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant



5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The committee is satisfied with both the written documentation submitted and the evidence presented during the site visit. Overall, the program's composition, structure, and administration are consistent with the standards expected in higher education. Nevertheless, we wish to put forward the following recommendations for further enhancement:

1. 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.

2. 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.

3. 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.



E. Signatures of the EEC

Name	Signature
Astrid Dickinger	
Tom Baum	
Peter Lugosi	
Maria Nestoros	
Click to enter Name	
Click to enter Name	

Date: 3.10.2025