Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: Intercollege Larnaca

Program of Study: Bachelor of Science in Hospitality (Hotel) Management

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INSTRUCTIONS:

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 2016" [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Leo Jago	Professor	University of Surrey
Konstantinos Andriotis	Professor	Middlesex University London
Dagmar Lund-Durlacher	Professor	Modul University Vienna
Rafaella Nicolaou	Ms (Student Rep)	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

•   Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

Documents Viewed as Part of this Evaluation
- Application for Evaluation - Accreditation - New program of study
- Intercollege Research Handbook 2016/2017
- Student Handbook Academic Year 2017/2018
- Quick Guide Faculty Manual Academic Year 2017/2018
- Practical Training Portfolio
- Number of students in the current program
- Contribution analysis for 2018
- Print out from Powerpoint Presentation on 'Hospitality (Hotel) Management'
- Sample of exam booklets
- Sample of Practical Training Logbooks

Site Visit Itinerary on Wednesday 28 March 2018

9.30am	Arrival at college
9.30am – 1pm	Meet with the Director of the College and the key teaching staff • Overview of the college and the program under review by the Director • Powerpoint presentation by the program coordinator • Question and answer session with Director and staff
1 – 1.45pm	Lunch in student cafeteria
1.45 – 2pm	Closed discussion amongst panel members
2 – 3.30pm	Meet with key teaching staff • Further questions regarding the operation of the program and review of additional documents including exam scripts
3.30 – 4pm	Tour of college facilities • Lecture theatres, library, computer labs, gym, restaurant training facilities
4pm	Depart from college

ΔΙ.Π.Α.Ε.
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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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II. The Internal Evaluation procedure
- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The application form that was provided to the evaluation committee was comprehensive in its coverage and clearly presented. The only problem area in relation to the documentation that was identified by the evaluation committee was that a comprehensive feasibility study including evaluation of the market potential and business plan was missing which prevented an assessment on the overall viability of the program.

The Director and teaching staff were well prepared for the meeting with the evaluation committee and able to provide satisfactory answers to the questions asked and to very quickly provide copies of the additional documentation that was requested.

Both of the students who met with the evaluation committee were engaging, able to provide clear answers to questions on the program and very supportive of the offering.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The organisation and management of the teaching work was done well. Teaching appeared to be shared equitably across the teaching team and the total teaching allocations of all staff were at an acceptable level.

It is an unusually flat organisational structure within the teaching program with one staff member being classified as an Assistant Professor and all other staff classified as lecturers. This is a flatter structure than members of the evaluation committee have previously experienced.

Teaching

It was good that most modules in the program are taught by internal fulltime and part-time staff. All staff on the program have qualifications at least one level above the level at which the program is being taught.

Much effort has been expended in ensuring that there are close links between the material taught in modules and industry practice with industry practitioners giving guest presentations in many modules. The opportunity for three month practicums at the end of first, and second years has been very important in giving students strong industry experience.

Whilst the links to industry referred to above have been very strong, the development of the theoretical side of the program through visiting academics and engagement with other academic institutions has been non-existent, which the evaluation committee considers to be a drawback.

Teaching personnel had qualifications at the minimum level required but only two with a PhD.

The evaluation committee had the opportunity to view a small number of exam scripts and found that the level of difficulty of the questions seemed lower and more vocationally focused than was expected. It is stressed, however, that this comment is based on a small sample and may not reflect the broader program.

Teaching personnel

Most staff who were met by the evaluation committee have been working at the college for many years indicating that there is a very positive work environment. It was clear that the staff were passionate about their jobs and keen to see their students succeed in the program. They offer a student-centred learning experience and feedback from students indicated that there is a very strong rapport between staff and students.

With one exception, there is little evidence of a research culture amongst the teaching staff and this is seen to detract from the ability of the teaching staff to deliver a program that is regarded as best practice academically.

Whilst staff have the level of qualification required to deliver the program, there would be substantial benefit in having more staff with doctoral qualifications to enhance the academic rigor of the program.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study
The purpose, objectives and learning outcomes of the program of study are clear and consistent across the various modules in the program. One exception to this was that there was some inconsistency between the use of the terms 'hospitality' and 'tourism'. Whilst there is a clear connection between the 'hospitality industry' and the 'tourism industry', they are not synonyms. As this is a hospitality program, the learning outcomes should refer to 'hospitality' and not 'tourism'.

Structure and Content of the Program of studies
The overall structure of the program of study is sound. Whilst the structure broadly reflects the structure adopted in similar programs elsewhere it tends to have a more vocational flavor than found in many other programs. This vocational dimension came through more strongly in discussions with staff and in viewing the examination scripts than it did by reading the application document.

Modules that are included in other similar programs that were not obvious in the Intercollege Larnaca program were economics, current issues in hospitality and intercultural communication. There was no evidence that the program addressed the most important issues of sustainability or ethics. Whilst some programs include 'sustainability' and 'ethics' as separate stand-alone modules, a more common practice is to ensure that these dimensions are woven throughout all modules rather than including specialist modules.

Given the very low student numbers in the program at the moment, it is not feasible to include electives. However, once student numbers grow to an acceptable level it is considered important to provide students with some opportunity to select electives from a manageable list.

Quality Assurance of the Program of studies
The quality assurance practices that have been put in place in support of the program are sound, well documented and publicized.

Management of the Program of Study
Management of the program is sound.

International Dimension of the Program of Study
This is seen by the evaluation committee to be an area of weakness. Not only are there no international cooperation programs in place for either staff or students but the international dimension does not come through strongly in the module outlines. The Erasmus connection does provide an opportunity for up to two staff per year to travel abroad but no evidence of any exchange programs for either staff or students could be found.

Connection with the labor market and the society
The program has a strong connection with the local industry.

Program Name
The evaluation committee queried why the program is called a Bachelor of Science rather than a Bachelor of Arts given that there is little if any science in the program.

There is also a question as to why the program has 'hotel' in brackets in the name.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies
As indicated in an earlier section, the evaluation committee found little evidence of a research culture amongst staff and as a consequence, there was no evidence of research being incorporated into teaching. This is an area that needs to be addressed given the importance nowadays of 'research led teaching'.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

Administrative Mechanisms
Administrative mechanisms appeared fit for purpose.

Infrastructures / Support
The physical facilities offered to students at Intercollege Larnaca are of a very high standard that compare favourably with other institutions.

The evaluation committee had concerns about the funds available to support the program itself and for the development of staff.

The students who were interviewed by the evaluation committee, however, were satisfied with the level of support that was provided to them.

Financial Resources

Whilst the evaluation committee received a single sheet outlining the current revenue and expenses of the program, it did not receive a detailed feasibility study or business plan that provided an overview of the program for the coming years.

As such, the evaluation committee is not able to provide input in this section other than to express its concern regarding the financial viability of the program if student numbers do not increase in the coming year.

5. DISTANCE LEARNING PROGRAMS

Not relevant

6. DOCTORAL PROGRAMS OF STUDY

Not relevant

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

• The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

Commendations

The evaluation committee would like to list a number of commendations:

• The enthusiasm of the staff and their commitment to the student experience was most impressive.

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[1] It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- The documentation provided to the evaluation committee was very good and the openness of staff and their responsiveness to requests was much appreciated.
- The links that have been established with industry partners such as Sea Chefs and TJ Fridays and the push for students to undertake 2-3 practicums greatly enhances the relevance of the program and the employability of graduates.
- The recent student visit to the Netherlands was a great initiative and resulted in the student team winning the competition.

Concerns

Listed below are the key concerns of the evaluation committee after reviewing the documentation provided and visiting the college:

- The almost complete lack of a research or consulting culture
- The lack of agreements with international institutions
- The lack of visiting academics into the program
- The lack of some key modules in the program
- The vocational focus of the program appeared to have a higher status than the managerial dimension
- The small number of students on the current program restricts opportunities for students
- The financial viability of the program if there is not a rapid increase in student numbers

Recommendations

The following recommendations are made to enhance the program:

- It is important to recruit some staff with more recent qualifications relevant to the program
- It is critical that a research culture be fostered that will enable the theoretical dimension of the teaching to be developed and to ensure that the program represents best practice. Whilst it will be difficult to attract competitive research grants for a private college, there should be many opportunities to engage in consulting activities that will deliver many of the same benefits
- A staff development budget should be established to enable staff to access the funds needed to ensure their continuing development in particular participation in local and international conferences
- Visiting academics should be incorporated into some teaching modules
- Collaborations with other institutions in particular international ones should be established to underpin exchange opportunities for students and staff
- Consideration be given to the introduction of modules such as economics, current issues in hospitality, intercultural communication, sustainability and ethics

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Intercollege Larnaca

Program of Study: Bachelor of Science in Hospitality (Hotel) Management

Duration of the Program of Study: 4 years

Evaluation Date: 28 March 2018

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Leo Jago	Professor	University of Surrey
Konstantinos Andriotis	Professor	Middlesex University London
Dagmar Lund-Durlacher	Professor	Modul University Vienna
Rafaella Nicolaou	Ms (Student Rep)	Cyprus University of Technology

Date and Time of the On-Site Visit: 9.30am on 28 March 2018

Duration of the On-Site Visit: 6.5 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the					X

		students, and their implementation by the teaching personnel				
	1.1.3.3	The course web-pages, updated with the relevant supplementary material			X	
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X
1.1.4		Adequate and modern learning resources, are available to the students, including the following:				
	1.1.4.1	facilities				X
	1.1.4.2	Library		X		
	1.1.4.3	Infrastructure				X
	1.1.4.4	student welfare				X
	1.1.4.5	academic mentoring				X
1.1.5		A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X
1.1.6		The teaching personnel, for each course, provide timely and effective feedback to the students.				X
1.1.7		Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X
1.1.8		Control mechanisms for student performance are effective.				X
1.1.9		Support mechanisms for students with problematic academic performance are effective.				X
1.1.10		Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of				X

		1	2	3	4	5
	academic work load.					
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.3.3 Whilst the website lists the key aims and learning outcomes of the course, the site only provides a listing of modules and there would be benefit in providing more information on each module offered in the program.

1.1.4.2 Access to e-books and journals provided by the library was very good but many of the books on the shelves were very early editions that have been updated. It would be good to have later versions of books and to have multiple copies of the key texts.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.
β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

Enrolment in the current program seems to be fairly evenly divided between Cypriot and international students. The number of students currently enroled in the program is well below capacity, indeed, it is below a number that ensures viability of the program.

1.2	**Teaching**	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student					X

		1	2	3	4	5
	course performance, are clear, adequate, and known to the students.					
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.2.7 Many of the module descriptors listed required textbooks and recommended readings that were somewhat dated. For example, 'Marketing for the Hospitality Industry' has a required textbook by Kotler et al (2003) listed, yet there is now a 2013 version of this book available. This module's recommended readings are books written in 1997 and 1998. Much has been written since this period.

1.3	**Teaching Personnel**	**1**	**2**	**3**	**4**	**5**
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		X			
1.3.2.2	Publications within the discipline.		X			
1.3.3	The specializations of Visiting Professors adequately support the program of study.					N/A
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses					N/A

	in the program of study.				
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				N/A
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.			X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.1 The number of fulltime teaching staff in the program is more than adequate but it was felt that the addition of staff with more recent connections to academic developments in hospitality would be of substantial benefit to the program.

1.3.3 Currently there are no visiting professors engaged. It would be very beneficial to engage in particular international visiting professors for special courses.

1.3.11 The coordinator of the program should really have a PhD and be more effectively linked to the international academic community. The current coordinator is passionate about the program and appears to have good industry connections but lacks the external academic engagement to ensure that the program demonstrates best practice academically.

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2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS							
2.1	**Purpose and Objectives and learning outcomes of the Program of Study**	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.1 In the learning outcomes, there was some inconsistency between the use of the terms 'hospitality' and 'tourism'. Whilst there is a clear connection between the 'hospitality industry' and the 'tourism industry', they are not synonyms. As this is a hospitality program, the learning outcomes should refer to 'hospitality' and not 'tourism'.

2.2	**Structure and Content of the Program of Study**	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student					X

	performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.8 As many of the required and recommended textbooks were somewhat dated and no journals were listed in the module readings, the evaluation committee had some concerns as to whether the content that was delivered represented the latest research.

2.3	**Quality Assurance of the Program of Study**		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.						X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
	2.3.2.1	the members of the academic personnel					X
	2.3.2.2	the members of the administrative personnel					X
	2.3.2.3	the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.						X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4	**Management of the Program of Study**		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.						X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.						X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						
	2.4.5.1	The provisions regarding unit credits					X
	2.4.5.2	The expected learning outcomes					X

	2.4.5.3	The methodology				X
	2.4.5.4	Course descriptions				X
	2.4.5.5	The program's structure				X
	2.4.5.6	The admission requirements				X
	2.4.5.7	The format and the procedures for student assessment				X
2.4.6		The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.	X			
2.4.7		The effectiveness of the program's evaluation mechanism, by the students, is ensured.				X
2.4.8		The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.4.6 The award is not accompanied by the Diploma Supplement that is in line with the European and international standards. The Director recognized this as a gap and indicated that it was something that could be addressed in the coming months.

2.4.8 Whilst there is a process outlined for the recognition of credits from other institutions and prior learning, the evaluation committee has some concern as to who is responsible within the college for actually recognizing and approving credits from other institutions.

In the case of practical training, note:
- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

Students undertake a 3 month practicum at the end of first year and another at the end of second year. Each of these practicums is worth 2 ECTS

2.5	**International Dimension of the Program of Study**	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	X				
2.5.2	The program attracts Visiting professors of recognized academic standing.	X				
2.5.3	Students participate in exchange programs.	X				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.1 There are not currently any collaborations with other institutions.

2.5.2 Whilst there are speakers from industry who participate in the program, visiting professors are not currently involved in the program's delivery.

2.5.3 There are not currently any student exchange programs.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The evaluation committee believes that the program offered at Intercollege Larnaca is more vocationally focused than equivalent degrees being offered in universities in Cyprus and abroad. The committee is not in a position to comment on the program's equivalence to degrees offered by other private colleges.

2.6	**Connection with the labor market and the society**	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	X				

| 2.6.3 | Benefits, for the society, deriving from the program are significant. | | | | | X |

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.1 This is a double-barrelled question, which is potentially problematic. It is clear that the program meets the professional needs of graduates but it is less clear that it meets their scientific needs.

2.6.2 As there was no substantive feasibility study presented, the evaluation committee was not able to assess this document. The output from an alumni report was presented to the committee and this report showed that a high number of graduate respondents to a survey had obtained jobs but it was not possible to determine how many of these respondents were graduates from the hospitality program.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	**Research - Teaching Synergies**	**1**	**2**	**3**	**4**	**5**
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		X			
3.1.2	New research results are embodied in the content of the program of study.		X			
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X			
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other		X			

	institutions in Cyprus and abroad.					
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	X				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	X				
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.1 – 3.1.8

The evaluation committee undertook a thorough investigation of the research profiles of academic staff as reported in the submitted documents and discussions with academic staff. The research output, with limited exceptions, indicates that there is little sign of a research culture amongst staff nor substantial engagement with the broader academic community. As a consequence, there is concern that the teaching is not informed by research.

The Committee notes that the teaching load of 12-15 hours carried out by the existing staff allows enough time for research and it recommends that substantially more focus be given to this important activity by the academic staff.

It is recognized that it is not generally feasible for academic staff at private colleges to become internationally renowned researchers, but there is certainly the opportunity to be active in the consulting area, which helps ensure that the research skills of staff are honed, informs teaching activities and can lead to academic publications.

Whilst staff indicated that they could apply for funds to attend a conference or the like, there did not appear to be a specific budget for this activity nor any substantial track record of success with such applications.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	**Administrative Mechanisms**	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X

		1	2	3	4	5
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					?

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.1.3 Nothing was seen regarding how these mechanisms were assessed.

4.2	**Infrastructure / Support**	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2.1 & 4.2.5 & 4.2.6

As indicated earlier, the evaluation committee was concerned about the age of the book collection. However, there is an extensive e-library that gives students access to later versions of e-books and to online journals. There was also concern that there did not appear to be multiple copies of key textbooks required by students.

4.2.7 Whilst at least one member of staff had been to an educational workshop, there

		1	2	3	4	5
did not appear to be any set procedure in place for ensuring all staff participated in development activities.						
4.3	**Financial Resources**	**1**	**2**	**3**	**4**	**5**
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					N/A
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					N/A
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.3.1 The program is currently running at a loss. If this continues there is concern about funds available to support the program. It did not appear that there were separate accounts for the development of the program nor staff teaching into it.

4.3.2 Funds appear to be controlled centrally and not within departments or programs.

4.3.3 The evaluation committee has no knowledge of the remuneration packages of teaching staff.

4.3.4 Currently, the student fee is very low in comparison to other institutions (€4.2K). There are plans to raise this to €7.8K which is a little higher than other private providers.

ΔΙ.Π.Α.Ε.
DI.P.A.E.

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					N/A
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					N/A
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					N/A
5.4	Student performance monitoring mechanisms are satisfactory.					N/A
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					N/A
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					N/A
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					N/A
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					N/A
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					N/A
5.10	The supporting infrastructures are easily accessible.					N/A
5.11	Students are informed and trained with regards to the available educational infrastructure.					N/A
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					N/A

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					N/A
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					N/A
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					N/A
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					N/A

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√"in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

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6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					N/A
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					N/A
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					N/A
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					N/A
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					N/A
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					N/A
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					N/A

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Concluding observations and suggestions from the evaluation committee:

- Staff are passionate about their roles and have built a strong rapport with students;

- Very good opportunities are provided to students to get relevant industry experience;

- The facilities offered at the college are most impressive;

- There is a pressing need to foster a research/consulting culture amongst staff which will help enhance the academic rigor of the program;

- The addition of staff with recent PhD qualifications in hospitality or a closely related field would also help with the research culture and academic rigor;

- Consideration should be given to the introduction of some new modules that would further enhance the academic standing of the program;

- It is important to develop international cooperation agreements to provide exchange opportunities for students and staff;

- It is critical that student numbers increase to enrich the student experience and to ensure the viability of the program.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Prof Leo Jago	
Prof Konstantinos Andriotis	
Prof Dagmar Lund-Durlacher	
Ms Rafaella Nicolaou	

Date: 30 March 2018