Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Institution: **College of Tourism & Hotel Management**

Program of Study: **Travel & Tourism (2 year Diploma)**

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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
Andrew Lockwood	Professor	Surrey University, UK
Konstantinos Andriotis	Professor	Middlesex University, London
Alexis Saveriades	Assistant Professor	Cyprus University of Technology
StylianosChristodoulou	Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

The overall procedure started off with an introductory meetingchaired by Director of the College and including the academic Director, the members of the internal quality assurance committee, the Coordinator of the 3-year diploma in Hotel Administration, the coordinator of the 2-year Travel and Tourism Diploma, 1 lecturer and 1 student representative.Following the initial introductory meeting the committee held separate meetings with the academic Director, the Coordinator of the program under evaluation, the administrative team and the only available member of the staff. We did not meet with the librarian, nor with any students because they were not scheduled to meed with us as requested. Then we had a tour of the facilities during which we visited classrooms, the computer lab, the library and the college'soffices.

Prior to our visit we receiver the application for evaluation 200.1 and on the day of the visit we received the quality assurance regulations, the student handbook, the 2017-18 prospectus, a revised Table 3 of the application document, a 5-page document with general information on the College, the faculty orientation handbook for 2012, a response to the recommendation of an external evaluation committee which was submitted to DI.P.A.E. by the College's Director in May 2017, the CV of Ms.SoteroullaChristodoulou and a photocopy of the 'Tourism Today' journal (No.15 Autumn 2015).

II. The Internal Evaluation procedure
The documentation provided in advance to the panel contained a high number of inaccuracies and omissions. It appeared at times that the document had been prepared many years in advance and an attempt had been made to update it for the current process. Many of the inaccuracies should have been found through the internal quality procedure of the college. The level of inconsistency is also reflected in the prospectus and the college website. The accreditation event started well with the meeting with the senior team but it was evident that little preparation for the meeting had been done. In particular, the lack of student representatives and staff representatives was inappropriate. The response to many of the panels' questions was 'I do not have that information' or 'I am not responsible for that'. It is important at accreditation meetings that all staff, academic and administrative, are fully briefed.

It may be worthwhile for the agency to be more prescriptive about the meetings that need to take place and with whom.

The additional materials provided on the day would have been much more useful if they had been provided in advance. Again, the agency may like to consider including documents, such as the student handbook in their list of required documents.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Overall, there is a lack of consistency between the documentation provided in advance, the answers to our questions on the day and publicly available information through the prospectus and the website. There was also inconsistency between the members of the staff we talked to, for example the IELTS requirements, the number of staff on the courses, the scheduling of classes in the summer and the number of ECTS awarded for each module. The current premises do not appear to provide adequate facilities for the total number of students enrolled.

The use of Edmodo could provide a platform of communication with students& but this has not yet been fully implemented.

As we had no opportunity to meet with any students on the day of the visit, we were unable to question students about the effectiveness of teaching and therefore we have to rely on the documentation provided.

The documentation that we were provided with, does not necessarily represent what is actually being taught according to the staff we were able to meet on the day of the event who are doing the teaching.

The course descriptions provide limited information on the detailed methodology of teaching used and simply repeat a list of available methods for both teaching and assessment. There is no evidence that students are aware of the criteria to be used in their assessment. Finally, teaching materials, particularly as indicated in the reading lists are seriously out of date, in some instanced by more than 20 years.

The number of staff available to talk to on the day of the event was very limited and there was inconsistency in who was teaching on which courses, which made their suitability difficult to assess. Moreover, there are no visiting professors, special teaching personnel and special scientists involved in the program.

If the intake number was as planned (15 students per year), the available staff resources could be seen as adequate. However, given the actual enrollment and the information we were provided, this has to be seriously questioned.

The lady who presented herself as course coordinator (Ms.SoteroullaChristodoulou) is enthusiastic and attempts to ensure that the students receive appropriate knowledge, but is hindered by the support she is receiving from the college.

We also need to bring to surface that different names appear as course coordinators in the provided documentation, in the brochure and the website. On one occasion the name provided is not an employee of the College of Tourism& Hotel

Management. A similar inconsistency also appears in the name of the College's Academic Director.

Recommendations:

- The college must ensure that the information provided publicly is consistent with the reality of the current course delivery. This would include such things as the premises currently occupied, the names of staff teaching at the college, the name of the program coordinators, the name of the Academic Director, the structure of the program and the number of ECTS credits per module.
- To develop the Edmodo platform to cover all teaching modules and all teaching staff.
- To consider the most appropriate teaching methods and the most appropriate assessment strategies for the module content and learning outcomes being delivered.
- To update teaching materials to reflect current industry practice and recent publications.
- To provide a definitive list of academic staff and the modules they will deliver.
- To review the available resources in relation to the number of students being enrolled rather than the number identifies in the documentation.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- Purpose and Objectives and learning outcomes of the Program of Study
- Structure and Content of the Program of studies
- Quality Assurance of the Program of studies
- Management of the Program of Study
- International Dimension of the Program of Study
- Connection with the labor market and the society

The program learning outcomes would indicate that this would sit better as a Vocational program rather than an academic program. This would improve the focus of the program and enable the team to replace modules that do not suit the program, e.g. Tourism Planning and Development. It was unfortunate during our questioning that staff did not appreciate the importance of program learning outcomes to direct the most appropriate learning and teaching methods and content.

There is complete inconsistency in how the ECTS are allocated for each course of the program. This inconsistency is also reflected in the application document where each course earns 5 credits whilst at the same time on the webpage it appears to earn 3 credits and in the College's brochure it appears to earn 6 credits.

The content of the program leaves much to be desired for, especially in terms of technology and development in the travel industry. For example, they are using a document for teaching train timetables that stopped publication in 2013.

The initial course structure provided in Table 2 of the application document proved to be completely inaccurate.

We recognize that quality assurance regulations exist and an internal quality assurance panel was appointed. However, the documentation that we were provided in advance contained so many discrepancies and inconsistencies that we have no confidence that these processes are being effectively applied. It should be noted that the regulations for quality assurance were not provided until the day of the event.

The comments on the documentation provided, suggest that the management of the program through approval and monitoring is at question, and where the responsibility lies for ensuring academic excellence and the development of the program is unclear. It is very unfortunate that the information posted publicly through the prospectus and the website are incorrect and do not reflect the current provision or omit important information. As we did not have the opportunity to meet with students, we were not able to discuss the programs evaluation mechanisms with them.

While the additional documentation with which we were provided on the day of the event suggests a large number of international collaborators, there was no evidence that these are extended to this particular program.

It would be beneficial for these students to have closed links with the local industry, but we have no evidence of such links.

Recommendations:

- To consider whether this program is better designated as a Vocational program rather an academic program, this has implications for program learning outcomes, teaching and assessment methods.

- To review the program learning outcomes and to incorporate current technology and industry developments and personal communication and presentation skills.

- To review the relevance of all modules to the revised program learning outcomes and replace those that may be less relevant with those that may be more relevant, for example replace the 'Tourism Planning and Development' module with a module on 'Sales Techniques and Processes'.

- To review the ECTS credits assigned to each module.

- To develop a definitive course structure.

- To update the course web pages and the prospectus to reflect the revised program.

- To seek International collaboration that is directly relevant to this program.

- To develop links with local industry to support the delivery of the program.

- To develop role descriptions for program coordinators and to review the information they requireand autonomy to make effective decisions.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Given the nature of this principally Vocational diploma program, it is unsurprising that research plays little or no part in the program. The documentation does clearly state that staff are not required to publish in referee journals.

We consider this wholly appropriate for this type of program.

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

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

In the documentation provided in advance of the visit there was no evidence of mechanisms for monitoring and supporting students or the criteria for assessing their efficiency. Hence, we must give a minimum score in this area. It is recognized however, that the quality assurance regulations document does provide some information about the administrative mechanisms of the course.

We are concerned that the constraints of the current building render it insufficient for the total number of students enrolled in the college (which is in excess of 300). There is a lack of office space available for faculty, the library does not provide enough space for students to work and there is no computer lab other than the computer teaching facility.

Academic departments are not autonomous and all financial decisions are centrally taken.

As we were not been able to meet with many staff of the college, the issue of remuneration was not brought up.

Recommendations:
- To consider ways in which better use of the available space in the building can be facilitated to provide: office space for academic staff, space for students to consult books in the library.

- To provide all academic staff with additional resources (e.g. Computers in classrooms &/or laptops to faculty) to make better use of the technology that the college already provides, such as Edmodo, data projectors etc.

5. DISTANCE LEARNING PROGRAMS

Not applicable

6. DOCTORAL PROGRAMS OF STUDY

Not applicable

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

The program is currently recruiting around 70 students per year when the documentation suggests a recruitment of only 15 students per year. This places significant strains on the available academic staff and infrastructure.

We comment the College's attempt to introduce a virtual learning environment such as Edmodo, this will, however, require considerable further investment and development.

We remain concerned by the significant inconsistencies in the documentation we receive, the prospectus and the website and the answers we received from the staff we met.

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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.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: **College of Tourism and Hotel Management**

Program of Study: **Travel and Tourism**

Duration of the Program of Study: **2 year Diploma**

Evaluation Date:**13 June 2017**

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
Andrew Lockwood	Professor	Surrey University, UK
Konstantinos Andriotis	Professor	Middlesex University, London
Alexis Saveriades	Assistant Professor	Cyprus University of Technology
StylianosChristodoulou	Student	University of Cyprus

Date and Time of the On-Site Visit: 13 June 2017, 09:00

Duration of the On-Site Visit: 7 Hours (until 16:00)During this time period, a second programme of study was also evaluated.

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 students, and their implementation by the teaching personnel	x				
	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			

		Description					
	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 academic work load.		X			
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				

Overall, there is a lack of consistency between the documentation provided in advance, the answers to our questions on the day and publicly available information through the prospectus and the website. There was also inconsistency between the members of the staff we talked to, for example the IELTSrequirements the number of staff on the courses, the scheduling of classes in the summer and the number of ECTS awarded for each module.

The current premises do not appear to provide adequate facilities for the total number of students enrolled.

The use of Edmodo could provide a platform of communication with students but this has not yet been fully implemented.

As we had no opportunity to meet with any students on the day of the visit, we were unable to question students about the effectiveness of teaching and therefore we have to rely on the documentation provided.

According to documentation the expected intake per year is 10 International students and 10 Cypriot ones, but according to what the Institution states 74 students have been enrolled in this Academic year. This discrepancy has serious implications for the organization and management of the program and the available resources.

According to the information provided by the management the majority of students

come from India and Bangladesh.

Based on the physical examination of the facilities the majority of the classrooms can accommodate a maximum of 15 students each.

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 course performance, are clear, adequate, and known to the students.			X		
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				

The documentation that we were provided with does not necessarily represent what is actually being taught according to the staff we were able to meet on the day of the event who are doing the teaching.

The course descriptions provide limited information on the detailed methodology of teaching used and simply repeat a list of available methods for both teaching and assessment. There is no evidence that students are aware of the criteria to be used in their assessment. While Edmodo could provide a platform to support learning it is far from fully implemented. Finally, teaching materials, particularly as indicated in the reading lists are seriously out of date, in some instanced by more than 20 years.

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.	N/A				
1.3.2.2	Publications within the discipline.	N/A				
1.3.3	The specializations of Visiting Professors adequately support the program of study.	x				
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 in the program of study.	x				
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		X			

				X		
	five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.			X		

The number of staff available to talk to on the day of the event was very limited and there was inconsistency in who was teaching which courses, which made their suitability difficult to assess. Moreover, there were no visiting professors, special teaching personnel and special scientists involved in the program.

If the intake number was as planned, the available staff resources could be seen as adequate. However, given the actual enrollment and the information we were provided, this has to be seriously questioned.

The lady who presented herself as course coordinator is enthusiastic and attempts to ensure that the students receive appropriate knowledge, but is hindered by the support she is receiving from the college.

We also need to bring to surface that different names appear as course coordinators in the provided documentation, in the brochure and the website. On one occasion the name provided is not an employee of the College of Tourism & Hotel Management. A similar inconsistency also appears in the name of the College's Academic Director.

ΔΙΠΑΕ
DI.P.A.E.

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

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	Thehighereducationqualificationandtheprogramofstudy,conformtothe 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			

The program learning outcomes would indicate that this would sit better as a Vocational program rather than an academic program. This would improve the focus of the program and enable the team to replace modules that to not suit the program, e.g. 'Tourism Planning and Development'. It was unfortunate during our questioning that staff did not appreciate the importance of program learning outcomes to direct the most appropriate learning and teaching methods and content.

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 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			

There is complete inconsistency in how the ECTS are allocated for each course of the program. This inconsistency is also reflected in the application document where each course earns 5 credits whilst at the same time on the webpage it appears to earn 3 credits and in the College's brochure it appears to earn 6 credits.

The content of the program leaves much to be desired for, especially in terms of terms of technology and development in the travel industry. For example, they are using a document for teaching train timetables that stopped publication in 2013.

The initial course structure provided in Table 2 of the application document proved to be completely inaccurate.

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			

We recognize that quality assurance regulations exist and an internal quality assurance panel was appointed. However, the documentation that we were provided with in advance contained so many discrepancies and inconsistencies that we have no confidence that these processes are being effectively applied. It should be noted that the regulations for quality assurance were not provided until the day of the event.

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				

			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		

The comments on the documentation provided, suggest that the management of the program through approval and monitoring is at question, and where the responsibility lies for ensuring academic excellence and the development of the program is unclear. It is very unfortunate that the information posted publicly through the prospectus and the website are incorrect and do not reflect the current provision or omit important information. As we did not have the opportunity to meet with students we were not able to discuss the programs evaluation mechanisms with them.

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			

While the additional documentation with which we were provided on the day of the event suggests a large number of International collaborators, there was no evidence that these extended to this particular program.

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		

It would be beneficial for these students to have closer links with the local industry, but we have no evidence that such links exist.

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.			N/A		
3.1.2	New research results are embodied in the content of the program of study.					
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.					
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.					
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.					
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other 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.					
3.1.8	The participation of students, academic, teaching and					

	administrative personnel of the program in research activities and projects is satisfactory.	
3.1.9	Student training in the research process is sufficient.	

Giventhe nature of this principally Vocational nature diploma program, it is unsurprising that research plays little or no part in the program. The documentation does clearly state that staff are not required to publish in refereed journals.

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		
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.	X				

In the documentation provided in advance of the visit there was no evidence of mechanisms for monitoring and supporting students or the criteria for assessing their efficiency. Hence, we must give a minimum score in this area

It is recognized however, that the quality assurance regulations document does provide some information about the administrative mechanisms of the course.

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 | | | | |

We are concerned that the constraints of the current building render it insufficient for the total number of students enrolled in the college (which is in excess of 300). There is a lack of office space available for faculty, the library does not provide enough space for students to work and there is no computer lab other than the computer teaching facility.

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.	X				
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.					
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			X		

Academic departments are not autonomous and all financial decisions are centrally taken.

As we were not able to meet with many staff of the college, the issue of remuneration was not brought up.

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.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and					

	internationally.	
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.	
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.	
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%.	

Not applicable

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.	N/A
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.	

Not applicable

The following criterion applies additionally for doctoral programs of study.

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.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
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.					
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.					
Not applicable						

FINAL REMARKS – SUGGESTIONS

In the previous sections of the report, the panel have identified a number of serious deficiencies in the design, operation and management of the programme that would indicate this 2 year Diploma Programme in Travel and Tourism should not be accredited in its present form. Throughout the report, the panel has made some detailed suggestions about the improvements necessary to make this programme viable. Once these improvements have been made, it may be possible for the programme to be accredited in the future.

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

Name:	Signature:
Andrew Lockwood	
Konstantinos Andriotis	
Alexis Saveriades	
StylianosChristodoulou	

Date: 15 June 2017

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