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

College of Tourism and Hotel Management

RESPONSE TO THE EXTERNAL EVALUATION REPORT

Program of Study: MASTER IN MEDITERRANEAN DIET AND TOURISM

(1 Year/90 ECTS)

3 APRIL 2019

The College of Tourism and Hotel Management thanks the Quality Assurance Agency of the Higher Education of the Republic of Cyprus and, in particular, to the External Evaluation Committee for its constructive comments on improving the program of study Master in Mediterranean Diet and Tourism (1 year/90 ECTS). On this report, concluding remarks and suggestions, we submit our response as follows.

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

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

District: ………Nicosia

Name of the Program of Study in Greek:

ΜΕΣΟΓΕΙΑΚΗ   ΔΙΑΙΤΑ   ΚΑΙ ΤΟΥΡΙΣΜΟΣΣ……………………………………………………………………………
…………………

Name of the Program of Study in English:

Mediterranean Diet and Tourism

Department: …Tourism

Language/s of instruction: Greek

Faculty: ………Tourism

Program Status (check √ where applicable):

- ➢ New Program of Study: √
- ➢ Currently operation Program of Study: NO ……….

- • Registered but not evaluated NO..........
- • Evaluated and accredited by SEKAP -NO ....
- • Evaluated by the Cy.Q.A.A. and did not get accreditation -NO ....

Program Category (check √ where applicable):

➢ Conventional √

➢ Distance Learning NO..........

➢ Inter-university (Name of collaborating university/ies) NO..........

TABLE OF CONTENTS

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 AND RANK	UNIVERSITY / INSTITUTION
Heather Hartwell	Professor	Bournemouth University
Antonia Matalas	Professor	Harokopio University
Stephen Boyd	Professor	Ulster University
Hatzisavvas Demetris	Student	Cyprus University of Technology

4

INTRODUCTION:

I. The External Evaluation procedure

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

Programme documents were sent to panel members in advance of onsite visit enabling review beforehand and consideration of relevant issues.

During the onsite visit, the EE committee had opportunity to interact with the Director, members of academic staff, college administrators, and one student (enrolled on an undergraduate Programme). The chair invited all participants to introduce themselves and their involvement in the proposed Programme. The committee was also given the opportunity to visit the College infrastructure including, classrooms, computer laboratory, library, kitchen, and consumer testing seminar room.

The Director briefly described the rationale for Programme development and allowed academic personnel to elaborate further. It was unfortunate that the Programme coordinator did not take the lead in this conversation and therefore it was difficult for the panel to have a clear picture of the overall process.

RESPONSE
As it is stated above the director made a statement about the procedure followed In preparing the Programme.
The director is the chairman of the internal quality assurance committee. In this capacity he informed the committee about the process followed to develop the program and at that stage the information given by the director was considered satisfactory, since no questions followed to be addressed either to the director or the course coordinator.
Nevertheless, the internal quality assurance committee, has decided to appoint together with ʻAntonis Thrassou, as a second coordinator Eliza Markidou.
In this way we feel that we cover both areas of expertise, tourism and nutrition.

Alongside the application for evaluation, additional documents were provided to the panel in hard copy that were previously sent electronically. Further documents were provided at the meeting which included minutes from the Quality Assurance Committee meetings and learning outcomes of the Programme.

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.

As this is a proposed Programme full documentation was not available however Quality Assurance Regulations for the College were provided. It was disappointing that a master's student handbook had not yet been designed.

RESPONSE

The master's student handbook which by mistake was not included in the application is ATTACHED herewith and includes the assignment construct, word length and evaluation of thesis. Since the language of the program is Greek, the Master student handbook is in Greek. (ATTACHMENT 1)

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**

The committee were provided with a structure that showed the proposed Programme involving two semesters of 9 core courses not counting a master's thesis. A proposed teaching breakdown of delivery was presented which outlined 'short', within a semester and 'long' across semesters rhythm to accommodate delivery by external staff from Greece.

- **Teaching**

The number of staff allocated to carry out the Programme is appropriate given that the maximum intake per year is 25 students. The proposed distribution of teaching is even across the team. Teaching will be face-to-face delivered by experts in their field who will make use of electronic platforms provided by the College.

A concern of the panel is the absence of practical experience across the courses including the opportunity for a short industry placement/internship.

RESPONSE

The internal quality assurance committee (i.q.a.c.) shares the comment made by the EEC and for this reason has entered in agreements with a number of hotels for students to have four months practical training during their studies. (ATTACHMENT 2).

We attach herewith the instructions to the students and hoteliers about the practical training procedures and implementation. (ATTACHEMNT 3)
~~Moreover~~**Moreover, we have modified some modules to include 30% of the lectures to be done in the college kitchen.**
~~The modified modules are attached herewith. (ATTACHMENT 3).~~

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Teaching personnel

The committee was impressed with the research profile of some of the members of the teaching team however there is an in-balance between expertise in the areas of clinical nutrition and medicine, at the expense of food tourism and food studies.

Although an interdisciplinary integration is evident and should be commended the curriculum appears to have been designed dependent on staff interest rather than Programme requirements.

 RESPONSE

The i.q.a. committee has modified some modules to bring balance between the clinical nutrition and food tourism in order to reflect the needs of the PROGRAM.~~Programme. The modified modules are herewith included as attachment 3.~~
A new lecturer who is expert in food in tourism is participating now in the Programme. (His cv is herewith included). (ATTACHMENT 4).

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

-   **Purpose and Objectives and learning outcomes of the Program of Study**

The purpose and objectives of the Programme are unclear. While the aim is well articulated the objectives outlined to meet this aim are not. Only two objectives are itemized and the narrative is incoherent. Intended learning outcomes, as stated in the application document, focused on career paths post degree. However, when requested, the team provided a detailed list of learning outcomes, notwithstanding most of these do not reflect study at master's level.

RESPONSE

The learning objectives have been amended to include the following.

To deepen knowledge of the Mediterranean diet and food systems of the Mediterranean countries as a model of healthy eating; Emphasis will be given to the Greek Mediterranean diet (special foods, functional ingredients, products),

To understand the impact of this diet and the biological and physiological mechanisms responsible for the prevention and the treatment of chronic diseases

To be able to perform nutritional evaluation and intervention in cardio metabolic disorders such as diabetes and obesity and other diseases in a tourist environment**.**

To introduce health professionals to both traditional and innovative Culinary practices of the Mediterranean diet with emphasis on the Food Tourism.

To promote the incorporation of local food products and cuisine in tourist establishments

And to enrich understanding of the development of public health strategies mainly in touristic establishments to preserve and enhance the strength of these dietary patterns. (ATTACHMENT 5).

- **Structure and Content of the Program of studies**

The structure and content is not appropriate within the broad ambitions of the Programme. The committee is concerned with an in-balance of curriculum between nutrition and food tourism/food studies which are marginalized at the expense of clinical science. It is unclear where functional foods fit within the narrative of tourism and in addition a course named Pathophysiology of nutrition in Tourism is confusing and to some extent repeats learning from other courses such as Advanced Topics in Nutrition 1 and 2. The research methods course requires both quantitative and qualitative methodology approaches. Furthermore, there is a lack of information regarding master's thesis procedure including assignment construct, word length and evaluation.

RESPONSE

As we mentioned above we have done some changes to the modules. We reduced the lectures of nutrition and we increased those of food in tourism. In ~~particular~~particular, we made changes in the nutrition I and nutrition II modules as well as the Pathophysiology module. Now with the changes we have done, there is a balance between nutrition and food in ~~tourism. The~~tourism. The

changes are reflected in the modules included in the program.modules we include herewith as attachment 4.

Furthermore, we have done the changes requested by the EEC to the module Research methods to include qualitative methods as well as quantitative ones. (ATTACHMENT 6)
We also include herewith the booklet for the master's thesis procedure, which provides information about the assignment construct, the word length and The evaluation. See attachment 1.

Practical information about alternative menus that are based on traditional Mediterranean diet dishes; nutritional assessment of individual tourists; nutritional habits and preferences of individual touriststourist's groups is not evident. To prepare graduates qualified in "nutritional tourism", an educational emphasis must be given to food preferences and habits; psychology; nutritional assessment, nutritional counselling, culture, and for example terroir.

RESPONSE

The alternative menus based on traditional Mediterranean diet dishes, nutritional assessments of individual tourists and groups, food preferences and habits are included in the amended modules which are in the program.
As we mentioned before the modules have been amended to include the food elements which were missing in the submitted program.herewith attached as attachment 3.

- **Quality Assurance of the Program of studies**

The process for Programme development was not clearly outlined; the feasibility study was also brief and consisted of one ad hoc conversation with an industry stakeholder. It is unfortunate, that there was no formal industrial advisory committee to inform planning of the proposed Programme.

RESPONSE
The process for the development of the program was explained by the Director of the college, who is also the head of the internal quality assurance committee. The i.q.a. committee has noticed a lot of articles in the local and foreign press about the benefits of the Mediterranean diet. For this ~~reason~~reason, we searched on the website to see if any Universities were offering such a Program and we came across the one offered by the TEI Thessaloniki. The i.q.a. committee had several meetings with the TEI Thessaloniki's to finalize the syllabi.

The feasibility study we presented concentrated on the financial aspect of the program. Now it includes the results of the meetings we had with a number of industry stakeholders. We had meetings with hoteliers and the president of the Sustainable T~~t~~ourism Association~~organization~~ in Cyprus.
All have contributed to the development of the modules we have changed, which we submit herewith in the program.

We have signed agreements with a number of hotels which are ready to accept the students to do their practical training.

- **Management of the Program of Study**

As this Programme is currently in the planning stages, the panel cannot make any comment on how it is managed. This will have to be reviewed at a later date.

- **International Dimension of the Program of Study**

The subject represents an interesting and novel area of study that could be of international appeal. The plan is to deliver the Programme only in Greek, appealing to the domestic market and Greek speaking applicants. The proposed teaching team comprises mainly Greek nationals. The title of the Programme appears to be driven by National legislation and this could be an aspect in attracting Greek speaking applicants.

- **Connection with the labor market and the society**

The College should be commended for proposing such a Programme which has the potential to meet the needs of the labor market, wider society and in particular the tourism industry. However, the absence of a work placement component in the Programme is a concern that needs to be addressed in order for the Programme to be professionally relevant. The impact on the labor market and society is too early to determine given that the Programme has not yet commenced.

RESPONSE

The college has signed agreements with a number of hotels to accept the students for their practical training for four months in addition to the practical sessions they will have in the college kitchen.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Despite most staff having established research experience, it was not apparent that the Programme is strong in terms of research driven teaching. While there is no doubting the qualifications and interest of the teaching staff, publications are not focused in the area of the Programme. The content at present is theoretical towards clinical nutrition without evidence of practical application towards tourism.

The opportunity exists within the master's thesis to develop a substantial body of research within the relevant field to add to the wider learning experience of future students.

RESPONSE.

Most lecturers have established strong research activities in their respective fields. Now with the development of the new program they will have the opportunity, by utilizing the various topics of the master thesis, to develop research specific to this program. An example of proposed Master's thesis titles areis presented in attachment. (ATTACHMENT 13).

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

- **Administrative Mechanisms**

It is evident that there is a strong administrative structure and mechanism related to undergraduate degree provision; therefore, the panel are positive that this structure can be applied to the proposed master's Programme. The framework used for the MBA provides an appropriate administrative model that could be adopted.

Infrastructure / Support

-

A basic infrastructure is in place to provide an appropriate learning environment to a fixed planned intake (25 students).

- **Financial Resources**

The panel is confident that financial resourcing is in place and has been well researched. However there is slight concern that research money has to be requested on a case-by-case basis without a clear procedure in place.

 RESPONSE.

As it is stated above the EEC is confident that financial resources are in place. The procedure for releasing funds for the needs of each program is included in the Quality Assurance Regulations which were part of the application we submitted.
It is stated that the Internal Quality Assurance Committee together with the course coordinator and the Director of the college are authorized to release funds for the research needs of the program. This does not necessarily mean that money will be released each time there is a need for a specific amount. An approval can be given right from the beginning, say euro10.000 and this amount can be reviewed at the end of the first semester or whenever a need arises. A clear procedure will be established based on the proposed projects in the beginning of each academic year.
Since the college has decided to invest in the Master program, the research money needed is a fraction of the total amount invested on the program.

5.DISTANCE LEARNING PROGRAMS
The proposed program will not be delivered by this route.

6.DOCTORAL PROGRAMS OF STUDY

N/A

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.

The EE committee thanks the College of Tourism and Hotel Management for their active participation in the evaluation exercise under consideration. The topic of Mediterranean diet and tourism is innovative and worthy of study at master's level. Examination of the synergies between both is essential and timely. However, the proposed Programme is not currently designed to address those synergies. In particular, the current Programme structure needs significant change and improvement. So we suggest the following:

1. There is an inconsistency between the proposed title and Programme content.

RESPONSE.

We agree with the comment made by EEC. This is the reason we have modified some modules by reducing the volume of nutrition lectures and included the lectures for food in tourism.

2. It is not demonstrated that the Programme of studies is delivered at master's level including some course descriptors.

   RESPONSE.

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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.

This is one of the reasons we have modified the modules and we include herewith the modified ones in the program.

3. Serious consideration should be given to address the in-balance of course content between nutrition and aspects of tourism associated with food.

RESPONSE.

As we mentioned before we have done some changes to the modules. We reduced the lectures of nutrition and we increased those of food in tourism. In particular we madeSignificant changes changes have been made in the nutrition I and nutrition II modules as well as the Pathophysiology module. ATTACHMENT 17.
Most modules have changes in favourfavor of food tourism. Now with the changes we have done, there is a balance between nutrition and food in tourism. The changes are reflected in the modules we include in the program.herewith

4. The committee recommends a re-evaluation of course development ensuring a standardized number of learning outcomes.

RESPONSE.

The iqa committee has reviewed the program and introduced new learning outcomes which are incorporated in the program. See attachment 5.

5. Normally within such programs practical experience is essential to accommodate different learning styles and give experience for professional development. The inclusion of this is needed to balance the delivery away from a lecture-centric approach.

RESPONSE.

The college has signed agreements with a number of hotels to accept the students for their practical training for four months in addition to the practical sessions they have in the college kitchen.
Any credits earned will be over and above the 90 ECTS as the Ministry of Education has directed colleges not to make it compulsory.

6. There is a need to have a clear Quality Assurance plan, procedure and its implementation.

RESPONSE.

The college has delivered to the CYQAA together with the application, the quality assurance handbook.
The procedures are fully described in the handbook and these are followed by the college.

ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN 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: Mediterranean Diet, Nutrition and Tourism

Duration of the Program of Study: 1 year

Evaluation Date: 04/02/19

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. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice

5. Excellent

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 AND RANK	UNIVERSITY / INSTITUTION
Heather Hartwell	Professor	Bournemouth University
Antonia Matalas	Professor	Harokopio University
Stephen Boyd	Professor	Ulster University
Hatzisavvas Demetris	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 04/02/19

Duration of the On-Site Visit: Day visit

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.			N/A		
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.				√	
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.			N/A		
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel			N/A		
1.1.3.3	The course web-pages, updated with the relevant supplementary material			N/A		

1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			N/A		
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			N/A		
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.			N/A		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities			√		
1.1.4.2	library				√	
1.1.4.3	infrastructure				√	
1.1.4.4	student welfare					√
1.1.4.5	academic mentoring			N/A		
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.			N/A		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.			N/A		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.			N/A		
1.1.8	Control mechanisms for student performance are effective.			N/A		
1.1.9	Support mechanisms for students with problematic academic performance are effective.			N/A		
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.			N/A		

1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			N/A	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.			N/A	

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

Section 1: The Programme is new and has not admitted any students. Therefore our evaluation will be based on the evidence presented and what we were told during the on-site visit.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The language of delivery is Greek and therefore applications will be from Greek speakers.

β) the countries of origin of the majority of students.

It is therefore anticipated that country of origin will be Cyprus and Greece.

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

The planned number is 25 students on the Programme and per cohort.

RESPONSE.
1.1.1   The student admission requirements are included in the student handbook. Instructions as to how to download the full document is included in the welcome envelope handed to the students upon their arrival.
1.1.3.1 The academic calendar is published at the beginning of each academic year and it's found on the website of the college.
1.1.3.2 The curricula of the program are disclosed to the students by the lecturers on the first lecture.
The lecturer has the time sheet in his roaster where he puts details of the topics covered by the lectures.
1.1.3.3 According to the Ministry of Education regulations, we can put on the website a program which has been accredited by CYQAA.
1.1.3.4 The procedures for the fulfillment of assignments are included in the student handbook and provides that the home lecturer prepares the assignment and it is approved by the coordinator.

The college has the internship-practical training guide which is used for both the undergraduate and postgraduate students.

1.1.3.5 The examination and grading of students again are included in the student handbook on page 39 and it includes the continuous assessment with attendance and participation, assignments and coursework and midterm exams. The final exams are 50% of the total marks achieved.

1.1.3.6 Students discuss issues of the program of study with the lecturers and they suggest ways for the improvement of the program.

1.1.4.5 Each lecturer is allocated a number of students of his class for mentoring. They discuss any issues raised by the student concerned and do their best to solve any problems.

1.1.5 Lecturers are in contact with students whenever they have lectures. They discuss any subjects the students have. But if there is a need to discuss things in private, the student arranges the time to visit the lecturer at his office to discuss the subject.

~~Furthermore~~Furthermore, students can communicate via email with the lecturers to ask any questions they want.

1.1.6 Lecturers are monitored by the course coordinator. Students know that if they have any problem with late answers from the lecturer, they can visit the course coordinator and discuss things.

1.1.7 The college is utilizing the Edmodo student learning platform Which facilitates the communication between lecturer and students.

1.1.8 The use of the ~~Edmondo~~Edmodo learning platform facilitates the control by the course coordinator.

1.1.9 The College is committed to providing equal opportunities for all its students. The College therefore offers a Special Needs service for all studying members who have either learning difficulties or require additional physical support during their assessments. The College will ensure, through the availability of learner support services, that no learner is disadvantaged by reason of having a disability, within reason and budgetary limitations.

1.1.10 The mentoring of the students is done by the course coordinators. Furthermore Mr.Antonis Antoniou who is a certified trainer is involved in the mentoring as well.

The Mentoring Programme is the front line in the student support system. Through building mentoring relationships, the student becomes more involved in their academic and personal pursuits and will begin to see what their future holds. The mentor serves the student and provides whatever support is needed.

1.1.11 The College is using anti-plagiarism tools with success. There are some courses where anti-plagiarism tools cannot be used like the practical experience in food and beverage and other practical courses.

1.1.12 : In the student handbook, which is handed to them upon their arrival at the college, it is provided clearly the procedure to be followed for complaints. I quote – if students have any complaints regarding the College, a staff/faculty member or class, they meet in the first instance with their tutor first who will work to resolve the issue. If the matter pertains, they should contact the course coordinator, the student affairs officer, and then the Director-.

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.			N/A		
1.2.2	The methodology of each course is suitable for adults.			N/A		
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			N/A		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			N/A		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			N/A		
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.			N/A		
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.			N/A		

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

◻ As this is a new Programme it is under the process of approval and the panel therefore cannot comment on this section.

RESPONSE

1.2.1 The methodology utilized on each course is mentioned on each module and the lecturer adopts the one which is most suitable for the specific module.

1.2.2 Same as above.

1.2.3 Lecturers are interacting with students during lectures. ~~Furthermore~~Furthermore, students are informed about the interim evaluation, the work assessment and final exams.

1.2.4 In general, During the academic semester the teachers assess students with tests, assignments, course work, midterm exams and other forms of assessment. The average of the collected marks constitutes the outcome of the ongoing assessment.

Continuous assessment (50%)
- Attendance and participation
- Assignments, coursework
- Midterm exams

Fifty per cent of the final grade is derived from the final exam. For specific modules with practical exercise in the kitchen practical exercises will contribute 30% to the final grade.

The above are included in the Student handbook which is in the custody of the students.

But on each module we present the assessment system and the criteria we use for that specific module.

1.2.5 At the end of each term, students are asked to complete an evaluation questionnaire which provides feedback that is then utilised in setting course and programme direction for the following term. Among the data gathered are course material appropriateness, lecturer evaluations, and usefulness of the content, perception of the course's contribution to a student's learning goals, staff and resource availability and overall satisfaction.

1.2.6 **We are using EDMO~~N~~DO platform for the electronic support learning.**
The college has invested in the computer lab by purchasing LAST YEAR 20 new computers which are used by the students.
The college has installed last year in all class rooms FIXED PROJECTORS to facilitate the lectures.

1.2.7 We have received a good number of books for the new program which we have included in the detailed course descriptions of the modules. At the same time we have kept the old reference books together with the new ones in case someone uses it for a specific chapter.

The lecturers have access at the **EBSCO electronic library** and they follow new

developments of the industry which they decide as to when to present them to the

students.

EBSCO E-Database

Students and lecturers have access to following agreed EBSCO database and eBook .

1.Hospitality & Tourism Complete

HTC has more than 520 full text publications and more than 1.2 million records dating back to 1938.

2.eBook Business Subscription Collection

This eBook collection offers more than 15,000 business eBooks to help students and scholars with diverse business research, special project and entrepreneurial needs. All titles are available with unlimited user access.

With above noted EBSCO database and eBook subscription collection, students have free / complimentary databases, as well:

1. **Library Information, Science and Technology Abstracts**

2. **GreenFILE**

3. **European Views of the Americas: 1493 to 1750**

4. **American Doctoral Dissertations: 1933-1955**

The librarian, who is a properly qualified librarian, visits EBSCO every week and prints any

publications which are relevant to the programs offered by the college and place them on

the shelves of the library to be used both by lecturers and students.

In this way the college maintains up to date materials in the Library.

PLEASE NOTE THAT THE SUBSCRIPTION TO EBSCO FOR THE YEAR 2019 IS U.S.$3,800.

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.	√				
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:			N/A		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		√			
1.3.2.2	Publications within the discipline.				√	
1.3.3	The specializations of Visiting Professors adequately support the program of study.		√			
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.				√	
1.3.5	In every program of ~~study~~study, the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	√				
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.					√
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.	√				
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.				√	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				√	

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.		√		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.	√			

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

- The visiting teaching personnel have the experience and expertise in the main thrust of the Programme notwithstanding this is very clinical.

- The contribution of the full time teaching personnel is limited to 2 courses which could have an impact on student learning support.

RESPONSE.

. The contribution of the full time teaching personnel is on FOUR modules.

1.3.1 The college has FOUR full time lecturers who will be teaching at the program. The other six are visiting lecturers.

1.3.5 This is a special new master program. We will start the program with a higher number of special teaching personnel who are specialized in nutrition and we will gradually bring in some full time lecturers of the same specialization.

1.3.7 Same as above

1.3.11 In the application we have placed the name of Antony Thrassou to be the coordinator of the program. Antony has the BA in Hospitality in Hospitality Management and the Master in International Business.

Since the program has both the tourism and the nutrition elements, the i.q.a. committee has decided to appoint Eliza Markidou as a second coordinator to take care of the nutrition element of the program.

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.	√					
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.		√				
2.1.3	Thehighereducationqualificationandtheprogramofstudy,conformtothe provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			N/A			
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.		√				
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.			√			
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.		√				
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			√			

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

- Learning outcomes were not available at the beginning of the visit however when presented were articulated at a lower level skill than required for a master's programme.
- The panel asked the question about professional accreditation (2.1.3) for the graduates as registered nutritionists in Cyprus and we were told that the programme had been mapped against all necessary criteria.

RESPONSE

2.1.1   The i.q.a. committee has reviewed the learning outcomes and is including

~~herewith~~ **Herewith the ones applicable to the program.**

The learning objectives have been amended to include the following.

To deepen knowledge of the Mediterranean diet and food systems of the Mediterranean countries as a model of healthy eating; Emphasis will be given to the Greek Mediterranean diet (special foods, functional ~~ingredients ,~~ingredients, products),

To understand the impact of this diet and the biological and physiological mechanisms responsible for the prevention and the treatment of chronic diseases

To be able to perform nutritional evaluation and intervention in cardio metabolic disorders such as diabetes and obesity and other diseases in a tourist environment**.**

To introduce health professionals to both traditional and innovative
Culinary practices of the Mediterranean diet with emphasis on the Food Tourism.
To promote the incorporation of local food products and cuisine in tourist establishments
And to enrich understanding of the development of public health strategies mainly in touristic establishments to preserve and enhance the strength of these dietary patterns.

2.1.2 The new learning outcomes have been used as a guide for the modification of some modules.

2.1.3 The program has taken into account the needs of the graduates to register in professional organizations.

Arrangements are in place for the graduates to register with the Cyprus Nutrition Association. (ATTACHMENT 7)

2.1.4 The modifications we have done on the modules together with the methods of assessment, the teaching materials and the equipment, ensures the achievement of the programs purpose and objectives.

Please note that the EEC committee had made it clear that the reservations they had were on the program which was including more nutrition elements at the expense of food in tourism, which we have rectified now.

2.1.6 This has been rectified now with the new learning outcomes.

.

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.			√		
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.				√	
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.	√				
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				√	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.		√			
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.		√			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.		√			

| 2.2.8 | The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology. | | √ | | |
| 2.2.9 | Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided. | | √ | | |

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

- Unfortunately, this document, particularly within the course descriptors, demonstrated rather a lot of copy and paste.

  RESPONSE.

  Some things which are standard in existing programs offered by the University have been copied in the program. A number of course descriptors have been rewritten.

- It appears from feedback from the staff team that the program is designed for those students with some prior knowledge of nutrition, therefore it would be expected that a precondition of entry would be a basic nutritional background.
  RESPONSE
  It is a requirement for applicants to have a nutritional background and this is evidenced in the student admission requirements at page 10 of the application.

- General education courses appeared to be lacking particularly in the areas of business management and research methods which did not include a qualitative methodological approach.

  RESPONSE.

  See 2.2.5 below.

- The program's courses are in-balanced towards clinical nutrition and clinical science at the expense of tourism.

  RESPONSE.

  As we mentioned before we have done some changes to the modules. We reduced the lectures of nutrition and we increased those of food in tourism. ~~In particular we made changes in the nutrition I and nutrition II modules as well as the Pathophysiology module~~**Changes have been made in a number of** ~~most~~ **modules.**~~.~~ **Now with the changes we have done, there is a balance between nutrition and food in tourism. The changes are reflected in the modules we include in the program.**~~herewith~~

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

RESPONSE.

We do not expect to have students who will be studying simultaneously with other colleges or Universities.

2.2.3 We have rearranged the sequence of the modules in order to take into account

The suggestion of the EEC. You can see the new sequence on the revised application.

2.2.5 We have included in the module Administration and Management of tourist facilities, elements of Marketing.

2.2.6 As we mentioned before we have rearranged the learning outcomes as well as the modules and we feel confident that students will acquire the necessary knowledge and skills.

2.2.7 The content of the modules has been modified to have a balance between nutrition and food in tourism and they can achieve now the learning outcomes.

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.		√				
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					√
	2.3.2.2	the members of the administrative personnel					√
	2.3.2.3	the students.					√
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.			√			
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.		√				

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

- Quality assurance documentation was provided by the institution but was not Programme specific. In addition, the text contained within was written at a generic level without detail of procedure and vital student statistics.

  RESPONSE.

  The quality assurance regulations book is the one which applies to the programs of study offered by the college. The college did not prepare a specific quality assurance regulations book for this program as the i.q.a. committee believes that It will not offer something on top of what we have. The same quality assurance regulations book applies to both the undergraduate and the postgraduate programs.

- The minutes provided from meetings of the Quality Assurance Committee did not provide evidence of procedure and rigor of monitoring of teaching.

  RESPONSE

  The minutes have been prepared to provide evidence of procedure of the decision taken. The i.q.a. committee started working with the T.E.I. of Thessaloniki's committee immediately after the approval of the decision included in the minutes.

  The monitoring of teaching is included in the quality assurance regulations.

- There is no evidence regarding restriction of academic process and non-academic factors.

-

  RESPONSE.

  There is no restriction of academic process and this is stated clearly in the quality assurance regulations which states the following.

  The academic hierarchy of the institution, (Director, Academic Director, Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study. Information relating to the program of study are posted publicly and include: The provisions regarding unit credits, expected learning outcomes, methodology; Course descriptions, program's structure, admission requirements, format and the procedures for student assessment.

  The award of the higher education qualification is accompanied by the Diploma Supplement (DS) which is in line with the European and international standards. The effectiveness of the program's

evaluation mechanism, by the students, is ensured. 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.

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.		√			

2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				√	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any nonacademic interventions.				√	
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.				√	
2.4.5	Information relating to the program of study are posted publicly and include:			N/A		
	2.4.5.1	The provisions regarding unit credits					
	2.4.5.2	The expected learning outcomes					
	2.4.5.3	The methodology					
	2.4.5.4	Course descriptions					
	2.4.5.5	The program's structure					
	2.4.5.6	The admission requirements					
	2.4.5.7	The format and the procedures for student assessment					
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.			N/A		

2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.		N/A		
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.		N/A		

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

RESPONSE

2.4.1 The academic hierarchy of the institution, (Director, Academic Director, Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.

. The program of study is currently not approved and therefore is not posted publically (2.4.5).

- The panel was not given information regarding a Diploma Supplement, if relevant.

    RESPONSE

    The quality assurance regulations, which were submitted together with the application, include the Diploma Supplement at page 53.

    The award of the higher education qualification is accompanied by the Diploma Supplement (DS) which is in line with the European and international standards.

- As a new Programme there were no current students available for interview (2.4.7).

    RESPONSE.

    There was available one student of another program of the college,with whom the EEC had meeting.

    The college has the student's evaluation report which is used at the end of the semester to evaluate and assess the teaching effectiveness. The evaluation form is included herewith. (ATTACHMENT 8)

- Section 2.4.8 does not apply to this Programme.

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 home country of the institution which awards the higher education qualification
-

RESPONSE.

The practical training is taking place at the end of the program for four months from June until September.

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.			√		
2.5.2	The program attracts Visiting professors of recognized academic standing.			N/A		
2.5.3	Students participate in exchange programs.			N/A		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.		√			

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

- Sections 2.5.2 and 2.5.3 are not applicable.

    RESPONSE.

    The college has signed Erasmus+ agreements with a high number of European Universities, currently with more than twenty, and students and lecturers of this program will have the opportunity to participate. We enclose herewith the list given to the EEC. (ATTACHMENT 9)

- As a master's Programme the one presented here is rather one dimensional and lacks the academic focus required for this level of study.

    RESPONSE.

    We have modified the modules to have a balance between nutrition and food tourism.

- From an International perspective there are established programs in Spain (University of Barcelona) that better cover the relationship between nutrition, diet and tourism. This should be consulted against which the proposed Programme may be benchmarked.

    RESPONSE

    We have studied the one offered

    in Barcelona and we believe that our program is ~~comparable now~~comparable now with that of Barcelona.

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.

RESPONSE.

This is the only program which will be offered in the ~~cyprus~~Cyprus market.

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.			√		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	√				
2.6.3	Benefits, for the society, deriving from the program are significant.		√			

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

- The feasibility study comprised of anecdotal personal communication.

  RESPONSE.
  The feasibility study was prepared only with financial elements.
  Now it includes the results of our meetings with the industry players.
  (ATTACHMENT 10)
- The evidence for societal benefit regarding the Mediterranean diet has been documented in the literature.

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.		√			

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.			N/A		
3.1.9	Student training in the research process is sufficient.		√			

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

- Many teaching personnel on the Programme appear to have a clinical or food science background but not evidently within the Mediterranean diet.
  RESPONSE.
  Most lecturers have established strong research activities in their respective fields. Now with the development of the new program they will have the opportunity, by utilizing the various topics of the master thesis, to develop research specific to this program.

- Research interests are aligned but not directly related to the key areas of the Programme.

  RESPONSE.
  See answer above.

- Although internal funding was not identified the panel was told that this would be available. Notwithstanding, no specific amount or procedure was mentioned.

RESPONSE.

It is stated in the quality assurance regulations that the Internal Quality Assurance Committee together with the course coordinator and the Director of the college are authorized to release funds for the research needs of the program. This does not necessarily mean that money will be released each time there is a <u>small</u> need. An approval can be given right from the beginning, say Euro10.000 and this amount can be reviewed at the end of the first semester <u>or whenever need arises</u>.

Since the college has decided to invest in the Master program, the research money needed is a fraction of the total amount invested on the Programme.

- Section 3.1.8 is not applicable at this stage of Programme development.
- It is unfortunate that the research methods course is heavily focused towards quantitative methodology.

RESPONSE.

<u>The syllabus of the research methods course has been revised in order to cover quantitative and qualitative methodology- See attachment 6.</u>~~MARIA PLEASE ANSWER THIS.~~

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.					√
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			√		
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.

- Although the panel believe that student welfare is adequately addressed they were not shown any policy, procedure or documentation to evidence this.

RESPONSE.

The student welfare is included in the student handbook which was submitted together with the application.

The following are copied from the student handbook.

`Student Welfare & Emergency Policy`

`We provide welfare support:-`

- Dedicated welfare officer: (Mrs. Christina Loi cloi@coth.ac.cy, Tel: 22-462846
- Dedicated staff to assist with specific areas such as accommodation and academic advice.
- Information in our Student Hand Book.
- Information on our website.
- Information sent to students at the pre-arrival stage.
- Liaison with:
  - Campus Security Services
  - Disability & Learning Support Service
  - Student Union Clubs and Societies
  - International Office
  - IT Support Services

The welfare officer is available from 09.00 am to 5.00 pm. When the welfare officer is out of the office one of her front- of -house colleagues covers her responsibilities. These colleagues have duties closely related to those of the welfare officer and are familiar with her duties and responsibilities.

After the first week of study every new student is invited to a settling in session with the welfare officer. At this meeting students are invited to give feedback on their first few days and voice any queries or concerns. The welfare officer liaises closely with the accommodation service and is in close contact with many of our established host families.

`Psychological Services`

The mission of our Psychological Services is to assist and support students in their personal, academic/career, and life goals and to provide training and supervision for full time clinical and counseling psychology interns of the whole duration of their study. Psychological Services seeks to assist in the creation and maintenance of a campus environment that will foster the well-being and personal development of its members.

Dr Eleni Rossidou, BA, MSc, PhD

Tel: 22-462846

`Emergency Contact Details`

Contact phone number for key internal and external services and help-lines are publically displayed in numerous locations on campus and on the website.

Our student handbook also lists phone numbers of various emergency services and other help-lines.

Emergency Service Telephone Numbers (English is spoken)

Ambulance	199 / 112
Police	199 / 112
Fire Service	199 / 112
All Emergencies (Pan-European)	112

Hospitals and Pharmacies/Chemists

Medical Assistance

Hospital Information	Tel: 1400
RCC Rescue Coordination Centre (air/sea rescue)	Tel: 1441
Drugs/Narcotics/Poison Emergency	Tel: 1401
Drug (anti-abuse support)	Tel: 1410 / 1498
Doctors On Call	Tel: 90 90 1432
Nicosia: New General	Tel: 22 603 000

Student Support and Monitoring

The Institute gives great attention to the counselling of its students. It is a fact that many students feel rather undecided as to what career to pursue in life despite the feelings they held earlier on in life. Thus the Student Counsellor will help him/her through private discussions as to what is best for him/her.

The Mentoring Programme is the front line in the student support system. Through building mentoring relationships, the student becomes more involved in their academic and personal pursuits and will begin to see what their future holds. The mentor serves the student and provides whatever support is needed.

Upon registration, the student will be assigned a personal mentor/counsellor. The Counsellor takes the form of a local patron and father who will try his utmost to make the overseas

students feel at home. The Counsellor is there to be the first contact when support and advice is needed on any personal or academic issues. If the Counsellor is unable to resolve the issue, then he/she will put the student in contact with someone who can help.						

4.2	**Infrastructure / Support**	**1**	**2**	**3**	**4**	**5**
4.2.1	There are suitable books and reputable journals supporting the program.				√	
4.2.2	There is a supportive internal communication platform.				√	
4.2.3	The facilities are adequate in number and size.				√	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				√	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				√	

4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			√		
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.			N/A		

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

- The facilities are suitable for a cohort of 25 students.
- Section 4.2.7 – no information was given on staff development
  RESPONSE.
  The college recognizes the importance of providing a timely and effective induction for all new staff to ensure integration into the college.
  For this ~~reason~~reason, we have the induction program for new staff.

The ATTACHED induction program for new staff was included in the documents handed over to the EEC when visited the college. (ATTACHMENT 11)

At the same time the college has the Erasmus+ charter and every year a number of lecturers are visiting other European Universities and we receive a number of lecturers from Europe.
It is the policy of the college to allow lecturers to participate at any conferences related to the field of the lecturers.

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.			√		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.		√			
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.				√	

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

- The College of Tourism and Hotel Management is a small private, independent educational institution and as such does not appear to have discrete academic departments.
  4.3.2 RESPONSE.
  We agree with the comment of the EEC.
  The management of the financial part of the program is done by the internal quality assurance committee together with the course coordinator and the director as explained before.

- Section 4.3.3 – the panel cannot comment as no information was given.
  RESPONSE.
  The information was readily available in the hands of the administration staff they had a meeting with and no question about salaries was raised by the EEC.

> **~~Yes~~Yes, the salaries offered to staff are comparable to the ones in other institutions. Otherwise they wouldn't stay with us.**
> • Student tuition fees are competitive with the fees of other respective international institutions offering master's programs.

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

N/A

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.					
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%.				

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.

N/A

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
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.				

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.

The title of the Programme should be streamlined and fit for purpose for both a national and international market. Course content needs to be revisited in line with the overall aim and objectives of the Programme.

The balance of teaching and learning needs to go beyond structured lectures and involve more active student participation particularly with regards to practical experience.

Attention to detail needs to be addressed to ensure clarity of communication.

~~MARIA PLEASE ANSER THIS.~~

The title of the program "Mediterranean diet and Tourism" fits for the purpose mainly for the National market but also in an International market. Course content has revisited in order to be in line with the title and the objectives of the program. With t~~t~~he changes made (practical training, practical exercises in the kitchen) the program goes beyond structured lectures and involve substantial and more active participation of the students. The signing of the agreement with a good number of hotels secures the practical training required.

> **Formatted:** English (United Kingdom)

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

Name:	Signature:
Heather Hartwell	
Antonia Matalas	
Stephen Boyd	

Hatzisavvas Demetris	

Date: 05/02/19