

Doc. 300.1.2

Date: 19/05/2026

Higher Education Institution's Response

- **Higher Education Institution:**
University of Central Lancashire, Cyprus
- **Town:** Pyla - Larnaca
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Φιλοξενίας και Τουρισμού (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BA))

In English:

Hospitality & Tourism Management (4 academic years, 240 ECTS, Bachelor (BA))

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Guidelines on content and structure of the report

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends a reflection of the module titles and how current they are, and to ensure they truly reflect what is being taught.	We agree with the EEC that the module titles should reflect the content of the respective modules and therefore the programme team has carefully reviewed all module titles to ensure that they reflect the content being taught. You may find the reviewed programme structure available in Table 2 of Appendix 2.	Choose level of compliance:
The programme does not explicitly cover accommodation management which is a central component in hospitality. The EEC suggests a dedicated course in that area.	Thank you for this feedback. We also believe that accommodation management is a core component of hospitality management. To address this recommendation and in order to expose our students to the tenets of accommodation management from the outset of their studies, we have updated a current year 1 module both in terms of the title as well as in terms of the content (i.e. module TL1105 – Introduction to Service Excellence in Hospitality and Tourism). This module will be retitled “Foundations of Accommodation Management” (see Appendix 2). It aims to introduce students to the fundamental principles and operational practices of accommodation management within the hospitality and tourism industry. In addition, the module provides a foundational understanding of the structure and functions of accommodation services, with a focus on front office and housekeeping operations, service quality, and guest experience. The module also aims to develop students’ awareness of the role of effective staff management and sustainable practices in delivering high-quality services, preparing them for further study and entry-level roles in the accommodation sector. We believe that the aforementioned addition to the Programme’s structure augments core aspects of hospitality management which all fall under the umbrella of accommodation management, equipping our students with expertise and skills that are valuable to any professional in the sector.	Choose level of compliance:
The module on Tourism Development & Sustainability should emphasise emerging issues in regenerative tourism.	Thank you for your valuable feedback, which we capitalise upon in order to enhance the relevance of our Programme in the ever changing societal and environmental circumstances within which tourism operates. To this end, we have now revised and refined the Tourism Development and Sustainability module’s aims and module’s content to address this gap and incorporate emerging issues in regenerative tourism as a focal component of the module. This was already done in practice to a great extent, as students engaged with niche forms of tourism and were asked to identify the intention and impact as they distinguished between various forms of tourist activity, as well as harmful practices like greenwashing. Students were also	Choose level of compliance:

	introduced to the notions of community-based tourism, inclusive tourism, responsible tourism, slow travel and social tourism. These have now been more formally clarified within the core content of the module (see module descriptor TL2120 in Appendix 2).	
The Tourism Destinations module should include a section on how to plan and develop tourism in Cyprus and how to involve local communities into the management process.	Thank you for your valuable and constructive feedback. Reflecting on this recommendation, the module leader has reviewed and updated the content of the module TL1047 Tourism Destinations by incorporating elements on how to involve local communities into the management process. The Cyprus National Tourism Strategy 2030 mentions that tourism needs to shift from the mass model to a more diversified one that promotes cultural heritage, is ecofriendly and caters for more inclusive and diverse audiences. Visitors are increasingly looking for varied experiences, and the local community should play a vital role here since they (the local communities) will ensure that the experiences are authentic, sustainable, and will boost local pride and traditions. Consideration of how local communities will take part in the management and marketing of a destination now form part of the module's syllabus.	Choose level of compliance:
The students' evaluation should be more diversified, promote ethical use of AI, and enhance forms of critical thinking.	We acknowledge this feedback and we would like to thank the EEC for raising these important points. We fully recognise the importance of a diverse assessment strategy in capturing the achievement of learning outcomes across modules of the Programme. The assessment methodology employed within this programme of study ensures that students are evaluated through both individual and collaborative work. Modules comprise such assessments as group presentations, exams, portfolios (often comprising vignette discussion, reflective accounts, poster preparation, action plans), debate role play, business report, essays, literature review, project proposal and final report, group activity and blog reflection, individual case study and reflection, critical review of case, and group problem-solving exercise. We strive to design assessments that are inquiry-based and intellectually engaging, enabling students to explore, analyse evidence, and critically reflect on their understanding, transforming assessment into continuous learning process. The Programme will also further promote the ethical use of AI by embedding guidance in assessment briefs and classroom discussions on academic integrity, responsible use of generative AI, transparency where AI tools are used, and critical evaluation of AI-generated outputs. Starting from this academic year the University has developed a guidance for students on the Use of	Choose level of compliance:

	Artificial Intelligence in Assessment (see Appendix 2) Moreover, the coursework cover page (See Appendix 2) that the students should submit together with assessment includes statements on the way that the AI has been used if applicable. In this way, the Programme supports students not only in using emerging digital tools responsibly, but also in developing the analytical judgement required of business graduates.	
The EEC recommends the inclusion of verbal feedback in feedback mechanisms to students.	We thank the EEC for this recommendation and fully agree with the value that verbal feedback has in enhancing student learning and engagement. We would like to clarify that verbal feedback is already embedded as a standard component of the University's feedback policy and is systematically used across the Department to complement written feedback. This includes: a) summative audio-recorded feedback provided via the Blackboard Virtual Learning Environment for coursework, b) formative and summative in-class verbal feedback for presentations, practical activities, and project-based work, c) summative oral feedback sessions delivered in-class following examinations and major assessments. It is worth noting that all feedback, written and oral, is provided in accordance with the University's policy, requiring return within 14 working days, something which ensures feedback is provided as timely as possible enhancing thus its role for improving student performance. Moving forward, the Department will further systematise and enhance the visibility of verbal feedback practices by issuing appropriate guidance to academic staff in efforts to ensuring both consistency across modules and improved student awareness of available feedback channels. Further, the Department will keep monitoring performance against student feedback through Module Feedback and Programme Feedback Questionnaires (MFQs and PFQs).	Choose level of compliance:
Students expressed a desire to have a wider range of elective modules.	We would like to thank EEC for sharing with us the student desire to have a larger range of optional/ elective modules to choose from during their studies. Having an appropriate range of elective modules and accordingly provide our students with the opportunity to cultivate their diverse skills and areas of interest within the scope of the course has always been a central task for the course's continuous enhancement and development. Therefore, during Year 1 we provide students with the option to select a University elective in addition to the programme's directly related optional modules (See Table 2 in Appendix 2) . The University Elective option enables students to access a list of carefully selected introductory modules offered on a university-wide scale and truly enrich their interdisciplinary scope as they commence with their studies. At Year 3, the students will have the opportunity to choose between a placement module (<i>TL2191 Learning from Working in Tourism</i>,	Choose level of compliance:

	<i>Hospitality and Events</i>) offering them a real work environment experience and a module on the sociological, anthropological and psychological perspective of a tourist (<i>TL2123 The Tourist: Society, Culture, and Politics</i>). Finally, during the last year of study the students can opt for a research-based project on any subject of their interest in Hospitality and Tourism Management (<i>TL3525 Single Research Project</i>) or for a module designed to enhance their managerial and entrepreneurial skills necessary to establish their own business in the hospitality and tourism sector (<i>MD3055 Managing your Business</i>).	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
There should be a greater variety of assessment formats, which was highlighted by current students.	We acknowledge this feedback and we would like to thank the EEC for raising it. We fully recognise the importance of a diverse assessment strategy to capture accomplishment of learning outcomes across modules and Programmes and we have taken appropriate measures to ensure diversity in our assessments. While we have ensured that we introduce as much variety as possible in our deployed assessment strategies, we must also emphasise that it is a CYQAA requirement that at least one assessment component per UG and PG module's assessment strategy is a written exam (except for work placement modules, dissertation modules, modules whose – e.g. creative - nature would prevent them from being assessed by way of an exam, etc). At the same time, we are cognisant of the University of Lancashire's requirement of the need to not be over-assessing students, which determines that our assessment strategy per 10 ECTS module (UG and PG) should not comprise more than two assessment components (with one of the two frequently being an exam). Having to work around these two compliance requirements we have still ensured as much variety as possible in the assessment methods, as indicated below. Year 1 modules comprise such assessments as group presentations, exams, portfolios (often comprising vignette discussion, reflective accounts, poster preparation, action plans), debate role play, and business report. Year 2 modules comprise such assessments as essays (often comprising reflective accounts, literature reviews or discussion of current business topic and offering recommendations), critical discussion, exams, presentations, and group portfolio including practical activity. Year 3 modules comprise such assessments as preparation of a website, exams, business	Choose level of compliance:

	reports, presentations and preparation of visual aids, portfolio (often comprising vignette discussion, reflective accounts, poster preparation, action plans), classroom debate, and literature review. Year 4 modules comprise such assessments as exams, report, critical reflection and career plan, presentation, interim proposal and final report, group activity and blog reflection, individual case study and reflection, critical review of case, and group problem-solving exercise.	
As student numbers grow, resources should follow, particularly in the area of tourism and hospitality management expertise.	The University fully acknowledges the importance of maintaining appropriate levels of resources to ensure the quality of teaching and learning. We would like to note that aligning teaching resources with student enrolment trends is already an established and ongoing practice within the University. As part of the University Annual Monitoring process, known as <i>Continuous Course Enhancement Process</i>, all teaching resources related to the provision of the BA (Hons) Hospitality and Tourism Management programme are reviewed and evaluated based on student numbers in order for the appropriate budget allocation for the further enhancement of the necessary resources.	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends more funding and opportunities for staff mobility.	The Department of Business, Management and Tourism and the University recognize the importance of academic and professional mobility in strengthening international collaboration, research capacity, teaching quality, staff development and the exchange of best practices. The institution is committed to further supporting staff participation in mobility programmes through both internal initiatives and external funding opportunities. We are currently exploring additional mechanisms to increase financial support, expand partnerships with international institutions, and encourage wider staff participation in mobility activities. In response to the committee's recommendation, we plan to: - seek additional external and Erasmus+ funding opportunities; - allocate greater institutional support where feasible; - improve communication and awareness of available mobility schemes; encourage participation across academic and administrative staff.	Choose level of compliance:
As student numbers grow there should be increased teaching resources accompanying this.	The University fully acknowledges the importance of maintaining appropriate staffing levels and academic support to ensure the quality of teaching and learning. We would like to note that aligning teaching resources with student enrolment trends is already an established and ongoing practice within the University. As part of the University Annual Monitoring process, known as <i>Continuous Course Enhancement Process</i>, all teaching resources, including staffing needs are reviewed and evaluated based on student numbers, programme demands, and workload considerations to ensure that adequate academic and support resources are available.	Choose level of compliance:
Increased consultancy would facilitate staff development and lead	The Programme Team thanks the EEC for its valuable and constructive comment. We agree	Choose level of compliance:

to research opportunities and publications.	that increased consultancy activity can play an important role in supporting staff development, strengthening links with industry, and creating further opportunities for research outputs and publications. The programme team has already been involved, in the past, in a series of valuable consultancy projects such as the development of strategic repositioning proposition for the Lordos Group of Hotels Board of Directors, the rebranding of the Larnaca tourism project for the Larnaca Tourism Board, as well as trainings for professionals in the hospitality industry as part of Cyprus Human Resources Development Authority (HRDA) executive training programmes. The Programme Team will continue to encourage research-informed teaching by supporting academic staff to engage in consultancy projects with industry and external stakeholders, where such projects are aligned with their areas of expertise and the needs of the Programme. We acknowledge that these consultancy activities can provide staff with access to current business challenges, applied data, and professional networks, which can then inform teaching content, student learning activities, research collaborations, and potential publications. In addition, recent enhancements to the University's Research and Innovation structures and committees are expected to further support academics in identifying consultancy opportunities, developing industry partnerships, and translating consultancy activity into research-informed teaching, funded projects, and publishable outputs.	
The EEC is interested in the hierarchal structure of the academic staff. It appears to be very flat and recruitment and promotion opportunities could be used to adjust this.	We would like to thank the EEC for this observation. The Department acknowledges the importance of an academic structure that supports leadership development, academic progression, and long-term sustainability. The current structure reflects the University's and Department's smaller size, young age and growth phase, where a relatively flatter structure has facilitated flexibility, collaboration, and a faster response to day-to-day management issues. However, as the Department matures, we recognise the need to	Choose level of compliance:

	further develop a more hierarchical academic structure. In this respect, the Department operates within the University's established framework for academic recruitment, promotion, and career progression, which includes not only an Academic Promotion Scheme, comprising clear criteria for advancement across academic ranks, but also opportunities for leadership roles at the module, programme, Department and University levels (e.g., Module Leaders, Programme Leaders, Department and University Committee Leads, Department and University Committee Chairs). The Department is actively leveraging these mechanisms to support progression pathways (while also providing ongoing support for academic staff through the University's mentoring scheme (RIEM), research development, and leadership training), strengthen academic leadership capacity, and ensure alignment between staff structure and strategic objectives.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC recommends that the admission requirements be monitored in line with a changing global educational landscape.	The programme team would like to thank the EEC for this valuable recommendation. We would like to emphasize that the review and monitoring of admission requirements is already an established institutional practice. Admission criteria are periodically evaluated at university level and programme level in order to maintain academic quality, support student success, and respond effectively to developments in the global education environment. At University level this may involve alignment with changes in secondary and higher education systems, international qualifications frameworks, student preparedness, and market expectations. At programme level this may involve the necessary educational background of the applicant for admission on the programme of study, the Language proficiency for an appropriate fitness-for-study profile, etc	Choose level of compliance:
The EEC recommends an assessment of current access and admission processes to ensure they are appropriate for higher intake numbers.	The University agrees with the EEC's recommendation regarding the proactive evaluation of access and admission processes to ensure their continued effectiveness and appropriateness in the event of higher student intake numbers. As UCLan Cyprus enters its second decade of operation, building upon the high standards and strong reputation established both locally and regionally, the University Council has developed a strategic plan for international recruitment, which provides a manageable and steady increase in the number of international students per intake. This measured approach allows for the gradual implementation of actions and processes that ensure continued alignment between admission practices, institutional capacity, and quality assurance standards, while also maintaining accessible and efficient services for all prospective students. Furthermore, as part of the annual appraisal and operational review process, the Director of Admissions and Recruitment will continue to assess whether existing human, administrative, and technological resources are sufficient to effectively manage increased admission volumes. This process	Choose level of compliance:

	will also identify areas where additional support, infrastructure, or procedural enhancements may be required. The University remains committed to the periodic monitoring and evaluation of recruitment and admission practices to ensure their effective alignment with institutional resources and capacities. This ongoing review process aims to safeguard the high quality of the prospective student experience while responding appropriately to any significant increase in demand and interest in the programme.	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use
There is room for improvement in international student mobility through programmes like Erasmus.	The University agrees with the EEC's recommendation and remains committed to strengthening and expanding student and staff mobility opportunities through Erasmus+, as well as through additional international exchange schemes and partnerships, including Pannonia, Turin, and various bilateral agreements with European and international partner institutions. Nevertheless, it should be noted that the number of Erasmus+ mobilities allocated annually is determined by the National Agency (LLPF–IDEP) and does not always fully reflect either the University's requested grant allocation or the breadth of Erasmus inter-institutional agreements established with partner universities. Despite these external limitations, the University consistently applies for increased mobility funding and actively seeks to maximise participation opportunities for both students and staff. The University will continue its efforts to expand international collaboration networks, strengthen existing partnerships, and request increased Erasmus+ mobility allocations in order to provide international mobility opportunities to as many students and staff members as possible. These actions support the University's broader internationalisation strategy and contribute to the enhancement of students' academic, professional, and intercultural experiences.	Choose level of comp
Student-centred learning and flexible modes of learning and teaching should continue to be developed.	The Programme Team thanks the EEC for its valuable and constructive comment. We agree that student-centred learning and flexible modes of learning and teaching should continue to be developed. The BA (Hons) Hospitality and Tourism Management Programme will continue to enhance student-centred learning through a range of applied and interactive activities, including field trips, career fairs, guest speaker sessions, group-based learning activities, and student presentations. These approaches allow students to engage actively with real business contexts, develop communication and teamwork skills, and connect theoretical knowledge with professional practice. The Programme Team also remains committed to supporting flexibility and inclusivity in learning and teaching by accommodating diverse student learning needs, including the needs of neurodiverse students, through appropriate teaching approaches and student support mechanisms. Student feedback will continue to inform Programme development	Choose level of comp

	through mechanisms such as MRFs, which capture module feedback from students at the end of each semester, Student-Staff Liaison Committees, regular engagement with Course Leaders, and the Programme's Continuous Enhancement Report. Through these actions, the Programme will continue to strengthen a learning environment that is inclusive, participatory, responsive to student needs, and aligned with continuous improvement.	
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6. Additional for doctoral programmes (ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

NOT APPLICABLE

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The EEC would like to acknowledge the positive engagement of the Department throughout the site visit. The three programmes evaluated had commonalities and overlap that are reflected in our report. For the most part, the academic and support staff, processes, procedures, facilities, infostructure, etc. are the same across all of the programmes.	We would like to take this opportunity to once again thank the EEC for its valuable feedback and constructive recommendations, which contribute significantly to the continuous enhancement of our programme of study. The evaluation process supports the University's commitment to offering students a relevant, high-quality, and academically rigorous education that equips graduates with the knowledge, skills, and competencies required to meet the evolving demands of the labour market and their professional fields.	Choose level of compliance:
The three programmes are strong with potential for improvement on consideration of this report. In particular, the programmes would benefit from some targeted redesign and relabelling of module titles. This would more clearly signal to the market where the value in taking these programmes lies and improve their competitive positioning. A clear strength is the dual degree qualification attached to the programmes, but this needs to be leveraged more in the student recruitment process. Similarly, the location of the campus is a significant selling point in that it offers a suitable environment conducive to studying and developing. This should be highlighted more in marketing materials.	The Programme Team highly appreciates the constructive and pertinent recommendations provided by the EEC and has carefully considered and addressed all of them in the preceding sections for the benefit and continuous enhancement of this Bachelor's degree programme. Furthermore, the University has informed the Marketing Department of the EEC's recommendation to further promote and leverage the dual-degree qualification, as well as the strategic location and state-of-the-art infrastructure of UCLan Cyprus, which together provide students with an excellent learning environment and access to a high-quality academic award	Choose level of compliance:
The students are satisfied with the standard of teaching and student experience and note the hands-on approach by the staff (both academic and administrative). They enjoy new and modern facilities and have access to excellent library resources (through their partnership with University of Lancashire).	We are pleased to note that the students expressed satisfaction with the standard of teaching and the overall student experience. One of the University's core objectives is to provide an inspiring, supportive, and appropriate learning environment, and we remain committed to the continuous monitoring and enhancement of our resources, facilities, and support services for the benefit of students' educational experience and academic development.	Choose level of compliance:

The programmes exist in a Department that is on a positive trajectory, with an increased focus on research and funding applications. The quality of publications is improving with CABS 3* and 4* publications targeted.		Choose level of compliance:
The programmes are underpinned by clear and focused policies. The relationship with University of Lancashire is clearly beneficial in terms of policies, procedures, and infrastructure (e.g., IT). The physical infrastructure and infostructure is commendable. The student voice is respected and reflected in the facilities available to them.	We would like to thank the EEC for its encouraging feedback regarding the positive trajectory of the Department of Business, Management and Tourism, under which the BA (Hons) Hospitality and Tourism Management programme is offered. The Department remains committed to the continuous enhancement of high-quality research, scholarly publications, and excellence in teaching, in support of the academic development and overall student experience within the programme.	Choose level of compliance:
The academic staff are highly professional and motivated towards achieving the Department's mission. They are well supported by the administrative staff who are also highly engaged in the achievement of this mission. The Department should continue to invest in and support all of their staff to allow them to reach their full potential.	The Department welcomes the EEC's positive recognition of the professionalism, motivation, and dedication of both its academic and administrative staff in supporting the achievement of its mission. The Department fully agrees with the recommendation to continue investing in and supporting all staff members to enable them to reach their full potential. In this regard, it remains committed to fostering a supportive and developmental working environment through ongoing professional development opportunities, targeted training initiatives, research support, and performance appraisal processes.	Choose level of compliance:
The three programmes evaluated have a significant role to play in supporting business, tourism and hospitality in Cyprus.	The University welcomes the EEC's recognition of the significant role that the programmes play in supporting the business, tourism, and hospitality sectors in Cyprus. The University fully acknowledges its responsibility to contribute to the development of these key sectors, which are of strategic importance to the Cypriot economy. The programmes are designed to equip graduates with the relevant knowledge, skills, and competencies required to respond effectively to industry needs and evolving labour market demands.	Choose level of compliance:

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr Konstantinos Kakoudakis	Course Leader of BA (Hons) Hospitality and Tourism Management	
Dr Aspasia Simillidou	Member of the design team of BA (Hons) Hospitality and Tourism Management	
Prof. Loukas Glyptis	Head of the Department of Business, Management and Tourism	
Dr Cosmina Theodoulou	Director of Academic Quality and Compliance Office	

Date: 19/05/2026

