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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:** C.D.A. College

- **Town: Limassol**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Travel and Tourism**

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Διοίκηση Τουριστικών Επιχειρήσεων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

  In English:

  Travel and Tourism Management (4 academic years, 240 ECTS, Bachelor)

- **Language(s) of instruction: English**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations

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REPUBLIC OF CYPRUS

In English: Concentrations

A. Introduction

The accreditation assessment of the 'Travel and Tourism Management' 4-year bachelor program at the Limassol branch of C.D.A College took place on 9th May 2023. The External Evaluation Committee (EEC) members introduced themselves before meeting key institutional figures, including Chairman Mr. Christoforou, Deputy General Director Dr. Panayi, Ms. Michail, and Ms. Kyriakidou.

Following introductions, the EEC met with relevant staff to gain insights into the department's structure. The subsequent meeting with teaching staff, led by Ms. Kountouridou, focused on methods, procedures, and standards in terms of teaching and research within the program. The EEC then met with students enrolled in the program to discuss their academic experiences and concerns.

Administrative staff, led by Ms. Michail, met with the EEC to review operational aspects of the college. A tour of the Limassol branch's premises, including the library and other facilities, followed. The evaluation concluded with an exit session, where the EEC met with the Limassol management team to outline their overall take-away from the visit.

This accreditation report will provide a comprehensive analysis of the 'Travel and Tourism Management' program at the Limassol branch of C.D.A College, detailing strengths, areas for improvement, and recommendations to ensure the highest quality of education is delivered at this location.

B. External Evaluation Committee (EEC)

Name	Position	University
Carlos Costa	Full Professor	University of Aveiro
Anita Eves	Professor	University of Surrey
Alexander Josiassen	Professor	Copenhagen Business School
Charalampia Karatzaidou	Student	Cyprus University of Technology

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

Findings

CDA College teaches a 4-year programme in Travel and Tourism Management. The programme was first accredited in 2013 (Limassol). This exercise is a revalidation but has been used by CDA to update its programmes. In addition, incremental changes (within the 10% permitted) are made in response to student feedback and changes in industry needs during the 5-years up to reaccreditation.

Learning outcomes for the programme are generally appropriate but could be better focussed. For instance, it is recommended that Learning Outcome: 'To explore issues and problems relevant to a wide range of situations' is reworded to 'To provide students with the analytical skills to solve complex problems associated with the contemporary travel and tourism sector'.

The revision of the programme has included a number of stakeholders, including staff, students and industry. The latter is a strength as it will ensure the revised programme reflects industry needs. It is also of note that a number of staff have current industry experience and links, which allow contemporary issues to be included in the programme and classroom. The programme is similar to others of its type internationally, comprising core management disciplines and sector specific modules. It includes more language provision than many, reflecting the needs of the local travel and tourism sector given tourist origins and the importance of tourism to the local economy. There are relatively few electives, which is appropriate given the student intake. Consistent with the contemporary needs of the sector, sustainability was established to be a theme running through the programme, in addition to a module specifically addressing this. Similarly, digital competency is recognised as an important skill for students entering the sector and this is addressed through the programme, including practical application of digital skills in some modules. The importance of CSR was also discussed, and it was noted that Tourism Ethics was an elective. It is recommended that Tourism Ethics becomes a compulsory module, perhaps moving Casino Management to an elective. In addition, it is recommended that Small Business Management introduces innovation as part of the module and that this is reflected in the title. This will require some change to module content but will better address contemporary needs. Further suggestions for module amendments are:

- that the micro and macro economics modules should be oriented to tourism economics, covering supply-side elements of economics and the opportunities that tourism brings to the wider local economy (multiplier effect),
- to rename (and refocus) Consumer behaviour to Tourist Behaviour, introducing more recent advances in theory in this area,
- to introduce 'governance' into the Tourism Planning and Development module.

As a result of pre-requisites, the programme shows clear development through the years of study for both depth of knowledge and also academic skills (moving from understanding to critical evaluation).

Module outlines are written consistently. Learning outcomes for the modules are largely written appropriately for the level and describe the content well. In some cases, content and learning outcomes are mixed and would be

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better separated. Virtually all modules refer to a Midterm test. In discussion it appears this is catch-all phrase, and the assessment may be more varied than implied. It would be useful to elaborate the 'Mid-term test' in these cases. In a number of the modules, the set texts appear dated. On discussion, the Library has recently acquired a number of new texts. Given these comments, it is recommended that Module Outlines are updated.

Teaching approaches were described and include a variety of in-class activities, individual and group work, case studies and discussions. Sessions aim to cover both theory and practical application of knowledge, and also to develop transferable skills (e.g. presentation skills), that are highly valued by employers. Both students and staff reported that the majority of students (90%+) are actively engaged in these sessions. Students were also taken on visits and industry speakers complemented provision. In the latter case, students were sometimes taken to the site where the Guest lecture was taking place so all could benefit. There is no internship, owing to government rules, but many students did have part-time jobs in the sector allowing them to contextualise their learning and bring their experiences into discussions. Students were also involved in organisation of charity events allowing them to use their acquired knowledge. In addition, students are engaged in a number of industry-relevant seminars and training programmes as part of their degree. Both staff and students are able to take part in ERASMUS exchanges and Staff also benefit from seminars delivered as part of the Cypriot Human Resources Development Authority CPD programme. The College had clear procedures for addressing special educational needs and other disabilities and for extenuating circumstances.

As there are no practical classes, teaching facilities are adequate for the current and planned intake. Going forward, it may be wise to consider whether there is a need for fixed computer terminals. In addition, if students increasingly use their own devices, banks of power sockets in teaching rooms should be introduced. Through the Library students have access to relevant books, and also to databases to search for academic literature (EBSCO and Emerald), which students can access through their own devices and off-site. Inter-Library and intra-Library loan arrangements were in place with other universities and across CDA sites to enable students to access texts not available in their own Library. It is recommended that the Library also subscribes to the WTO database, which includes texts, but also useful statistical data. The Library also provided all students with a booklet indicating available texts and advice on academic writing.

Assessment comprises the mid-term test and a final exam. Students felt they were well prepared for these by staff. Feedback is given in text for coursework to enable student to improve going forward and feedback on exams is also available. Students felt that they did receive enough feedback. Currently, there is no set feedback sheet for coursework, and it may be useful to consider a simple sheet that summarises what the student has done well and what they need to do to improve. All work submitted through Moodle is subject to plagiarism detection software and students are clearly advised on what plagiarism constitutes and how to avoid it. Where students are unhappy with their marks, there is a clear procedure before adjustments are made (if appropriate). Alternative approaches were discussed, for instance that students cannot question the mark as this is academic judgement or that a remark could result in a lower mark. Students felt staff were very approachable and that they would feel able to discuss any mark-related concerns with them.

Work is marked against a set of grade descriptors that relate a mark band to an overall comment (e.g. good or excellent). It is not clear, however, how staff interpret these and if they are interpreted consistently – does everybody expect the same for a 'good' piece of work and how does this change across academic years? It is

recommended that CDA develop a set of more descriptive grade descriptors that elaborate what is expected at each level (e.g. extent of independent reading, extent of critical thinking) and for each grade band. This approach is useful for ensuring a consistent approach to marking, helps new staff understand expected standards and helps student see how expectations change as they progress through their programme.

Work submitted by students is internally moderated amongst staff, and there is also an External Examiner. Where different staff teach the same module in different sites, it would be useful for internal moderation to include these different tutors to ensure consistency across sites. Final marks are scrutinised to ensure fairness and appropriateness. There are clear committee structures and policies for quality assurance and awarding degrees, and also for consideration of special educational needs, extensions to submission dates, absence and so on. These approaches operate across sites and, where appropriate, Committees include student representation. Although the three sites offering the programme work as autonomous units, Directors meet frequently to discuss issues and to ensure parity of experience for students across sites.

Clear information is available around entry criteria (both school results and English language where appropriate). Similarly, learning outcomes and qualification awarded are publicly visible. Progression rates are good (above 80%) although there had been a dip, particularly for overseas students, during COVID. All home students gained employment following graduation. The situation was less clear for Overseas students. These students cannot work in graduate-level positions post-study and thus left Cyprus. Attempts were made to elicit destinations. This is a common problem in all institutions when trying to establish employment rates and destinations for overseas students. The College was active in preparing students to apply for work and in advertising opportunities.

Key Performance indicators are explained but not quantified. Each KPI should include a target figure – for instance, target progression rates, number awards, module evaluation outcomes, etc. It is recommended that quantified KPIs are developed. None-the-less, it was clear that staff and College management were closely involved in ensuring the quality of provision and quality of the graduates they produced. Currently, because of matters that the College cannot control, the student population comprises largely local students.

The College has clear QA procedures for the evaluation of teaching and learning, including module-level assessments made by students, programme level assessments made by students and also a scheme of peer-observation. The focus and culture of a wanting to improve the quality of provision is to be applauded. Students, during the on-site visit, expressed high levels of satisfaction with their programme and the way the College looked after them, they were confident that staff/the College would act on their feedback.

The staff and Director should be commended for their willingness to engage in constructive discussion and their evident enthusiasm to improve their practice and procedures. This gives the EEC confidence that recommendations will be acted on.

Strengths

- Involving a number of stakeholders in revising the programme for reaccreditation, including staff, students and industry, ensuring the programme is fit-for-purpose and reflects industry needs.
- Student access to academic databases and texts from other Libraries through inter/intra Library loan.
- High level of student engagement in teaching and learning opportunities.
- Use of ERASMUS scheme for both staff and students.
- That all work submitted through Moodle is subject to plagiarism detection software and students are clearly advised on what plagiarism constitutes and how to avoid it
- Clear committee structures and policies for quality assurance and awarding degrees, and also for consideration of special educational needs, extensions to submission dates, absence and so on.
- The focus on improving the quality of provision and the staff and Director's willingness to engage in constructive discussion and their evident enthusiasm to improve their practice and procedures.

Areas of improvement and recommendations

- To revise Programme Learning Outcome: 'To explore issues and problems relevant to a wide range of situations' is reworded to 'To provide students with the analytical skills to solve complex problems associated with the contemporary travel and tourism sector'.
- To make changes to some modules (content, naming/orientation, updating texts):
    i. Tourism Ethics becomes a compulsory module, perhaps moving Casino Management to an elective.
    ii. Small Business Management introduces innovation/entrepreneurship as part of the module and that this is reflected in the title.
    iii. that the micro and macro economics modules should be oriented to tourism economics, covering supply-side elements of economics and the opportunities that tourism brings to the wider local economy (multiplier effect),
    iv. to rename (and refocus) Consumer behaviour to Tourist Behaviour, introducing more recent advances in theory in this area,
    v. to introduce 'governance' into the Tourism Planning and Development module
    vi. to update module outlines with more current set texts where appropriate
- That the Library subscribes to the WTO database, which includes texts, but also useful statistical data.
- That CDA develop a set of more descriptive grade descriptors that elaborate what is expected at each level (e.g. extent of independent reading, extent of critical thinking) and for each grade band.
- That quantified KPIs are developed.

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

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

Findings

Resources such as building facilities, library, teaching rooms, technological infrastructure and broadly academic support and student welfare services are satisfactory.

Student diversity is handled appropriately. Disabilities and learning difficulties are taken into consideration and proper processes are in place.

There is a strong emphasis on the development of student critical thinking with potential applications to real-world business problems. Field trips are organised so the students are given the opportunity to observe as well as

Moreover, the courses are planned to consist of relevant educational activities and forms of monitoring student performance such as mixtures of exams, assignments, projects, and class participation.

Assessments appear to be appropriate and overseen by the College's wider management and governance procedures.

It appears to be strong management oversight of the Programme, alongside well-developed pedagogical support amongst colleagues.

Strengths

- The students were very positive about the quality of teaching and level of support that they receive from teaching staff, including clarity about how to access personal feedback and developmental guidance on their work.
- Due to the small number of students, the College focuses on each individual making them feel part of a bigger family.
- The College's management and committee structure is designed to support appropriate delivery of module material and maintain consistent quality standards.
- Communication with faculty members and the wider administrative team seems to be effective and embedded in the culture of the College.

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Areas of improvement and recommendations

- There is nearly none participation of the students in research and project .
- A stronger bond between the college and the industry can be achieved.
- A more modern point of view should be considered on the teaching tools and methods. Use of applications, simulations, online quizzes may be included.
- The Erasmus Programme and related mobility opportunities should be more actively promoted to students.

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

3. Teaching staff *(ESG 1.5)*

Findings

The number of the teaching staff is appropriate to run a BA Programme in Travel and Tourism Management (4 academic years / 240 ECTS / Bachelor). The college has 10 full-time members and 3 part-time.

The workload is adequate. The teaching staff qualifications are adjusted to answer the objectives and planned learning outcomes of the study programme. Innovative teaching methods and new technologies are utilized by the lecturers.

The teaching staff is recruited following official procedures and therefore under principles of transparency and equal opportunities. They have proved to be committed to their jobs.

The teaching staff with a PhD come from outside tourism. The staff teaching travel and tourism modules do not have PhD. In the future, the college should look at this issue carefully and develop a policy to support those teaching in tourism to progress in the area by concluding their PhDs. It should be noted that this issue was already raised by the EEC in 2018, and things have not progressed in this area.

The level of internationalization is reasonable for a college with this size. Several lecturers have travelled abroad for conferences and under Erasmus exchange programmes. This is a good practice, which should be continued in the future to strength the levels of international exposure and cooperation.

Research is amongst the main weaknesses found in the college. Most of the staff do not publish at all, and those that publish have publications outside the travel and tourism area and in low ranking journals. Owing to this, the EEC could not find strong links between teaching and research, which is a must to advance the quality of the teaching. Even so, the college has a research centre with a reasonable budget of around 100,000 euros, which shows that they are aware and sensitive to this matter.

While the EEC is sensible that it is not easy for a college with this size to be strong in terms of research, changes must be introduced in this area. Among others one may suggest the following: the staff should be encouraged to publish more; the lecturers should be stimulated to conclude their PhD in the travel and tourism area; more resources should be channelled for lecturers to travel abroad for international conferences; publications should be oriented for SCOPUS and WoS indexed journals.

Strengths

- Overall the staff is qualified
- The staff shows interest and are enthusiastic concerning new ideas and ways to improve what they do
- The level of internationalisation is fair and is improving
- The staff is very much committed to the students and to the college
- There is a research centre with a reasonable budget

Areas of improvement and recommendations

- The college needs academic staff with a PhD in the travel and tourism area. This matter was raised by the EEC in 2018 and no progress was made.
- The college should advance a new research policy to stimulate the quantity and quality of the research. The focus should be to increase the number and the quality of the publications and of the research projects. Papers should be published on SCOPUS and WoS journals.
- New research projects should be brought into the college in order to create a fruitful atmosphere of research involving larger numbers of researchers.
- A clear and detailed research policy for the research centre should be introduced for more transparency and equity.

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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4. Student admission, progression, recognition and certification *(ESG 1.4)*

Findings

4.1 Admissions

The college has admissions criteria that are consistent with other tertiary education institutions in terms of both educational attainment and language abilities (for overseas students). These criteria are laid out on the College website as part of the regulations of the college. However, the program specific web page could be more specific in some aspects, such as defining the threshold for English language tests or other specific criteria rather than just mentioning "proof of English language." Similarly, the term "recognized secondary school leaving certificate" could be more precisely defined on the webpage, or a link provided to the webpages where this information is sufficiently provided. The website further looks like it provides specific entry information for students from ten of the most important markets for C.D.A. However, this functionality seems to not work. Similarly, some information seems to have varying names in different part of the website. For example, sometimes the research center is labelled 'Aristotle' and other times it is labelled 'Aristotilithis'.

The college makes both conditional and unconditional offers to students, depending on their academic background and current stage of education. Although a probational route is mentioned in the documentation and the college website, it does not exist in practice. Instead, students who fall short of the required entry criteria are directed to a foundation program to improve their abilities to the required level before engaging in the program, or if the deficit is in English language only, to a summer English program. The progression requirements for entry from these programs to the Diploma/Higher Diploma routes are clearly articulated in the regulations.

Students with overseas qualifications form part of the college cohort. Qualifications held by these students are compared for equivalence to Cypriot qualifications using the UCAS manual. From meetings with students and staff, it appears that the key selling point of the college is its friendly atmosphere. The institution is committed to providing opportunities for all, with staff members going above and beyond to help students gain admission, progress, and complete the program.

However, there are concerns that the admission standards may be too flexible. One employee mentioned that the college believes in opportunity for all, which is an admirable motto, but it should not be applied to academic potential/merit without caution. This approach, while commendable in many ways, may raise concerns regarding the flexibility of entry and progression requirements.

4.2 Progression

The college has established robust regulations that are clearly communicated to students upon admission. Before the semester begins, incoming students attend an Orientation week, where they complete an enrollment agreement that outlines attendance and progression requirements. These criteria (such as 80% attendance) are also detailed in the Internal Regulations, accessible through the College website.

Typically, prospective students are shown the premises and introduced to the college individually as part of the early orientation process. Group introductions occur less frequently and are usually organized when a high school requests a visit for their students to learn about C.D.A College.

Students who struggle with attendance or fail to achieve passing grades are monitored and counselled, with the aim of helping them succeed on their subsequent assessment attempts. The college allows students up to three additional attempts on tests and exams if they fail on the first try. During times of crisis, there is a provision for delaying assessments with appropriate evidence, arranged through the module's leading professor.

Each student is assigned an Academic Advisor, and the college promotes an open-door policy for accessing their support. The Education Committee serves as a forum to assess progress and identify students in need of assistance. Under normal circumstances, dropout rates range between 10% and 20% for both local and international students; however, these rates were higher during the COVID-19 pandemic.

Feedback on assessments is intended to be automatic, but some students mentioned that they often had to request it. Despite this, they did not consider it a significant issue. Additionally, students reported that they were unaware of any cheating incidents during exams and confirmed that teachers vigilantly monitor the tests.

The college demonstrates a strong commitment to supporting students facing financial difficulties. Staff members have gone above and beyond to help students in need, including reaching out to the ministry to secure a visa extension for an overseas student.

4.3 Student recognition

C.D.A College recognizes prior qualifications that may exempt students from specific modules. These qualifications are assessed on a case-by-case basis, ensuring comparability by examining the ECTS, content, and level of the relevant courses.

However, information regarding the recognition of prior student learning is not readily available on the college website. Including this information on the website could provide better transparency and guidance for potential students with relevant prior qualifications or experience.
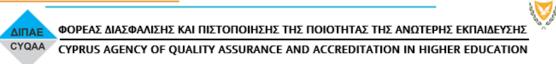
4.1 Student certification

At C.D.A College Larnaca, the final exam accounts for 50% or 60% of the total grade. In cases where more than 50% of students fail a subject, the exam is re-administered within 15 days. Marks awarded are thoroughly evaluated through a multi-step process. The Programme lead initially moderates a sample of work, followed by scrutiny by the Academic Committee. Marks are finally ratified for inclusion in a transcript by the Registrar. While these processes are laid out in the regulations, the specific details regarding the ratification and inclusion of grades in the student's transcript are not available on the college website.

Although the grading system is outlined in the regulations, a translation of the grades to GPA scores could not be found. Students can appeal grades through the Grade Petition process if issues are not resolved through interaction with the teaching team.

Strengths

- Clear admission criteria, including educational attainment and language abilities for both local and international students.
- Flexible entry options, with a foundation program and summer program for students who need additional support.
- Supportive learning environment with dedicated staff committed to student success.
- Robust regulations for student progression, including attendance requirements and clear pass marks.
- Individual introduction and onboarding process for incoming students.
- Effective support systems, such as Academic Advisors, an open-door policy, and the Education Committee to help students who are struggling.
- Transparent grading system outlined in the college regulations.

Areas of improvement and recommendations

- Admission standards may be too flexible, possibly affecting academic potential and merit.
- College website could provide more specific information on admission criteria and the process of student certification. Non-functional specific entry information for students from ten key markets on the college website.
- Inconsistency in the naming of certain resources, such as the research center, on different parts of the website, potentially causing confusion for prospective students and stakeholders.
- Inconsistent provision of feedback to students; some reported having to ask for it.
- Lack of information on the recognition of prior learning on the college website.
- Dropout rates during the COVID-19 pandemic were high.
- No clear translation of grades to GPA scores in the regulations.
- Possibility of too many chances for students to retake exams, potentially affecting the value of the qualification.

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

5. Learning resources and student support *(ESG 1.6)*

Findings

The College offers students and staff an infrastructure and facilities appropriated to the functioning of the programme. The building is modern, clean, organized and comfortable. The classrooms and all the laboratories as very well equipped, with modern, well designed and attractive equipment. The building and the facilities are excellent and offer high quality standards for the programme. It is observed that the college has maintained, and even improved, the quality of the infrastructure and facilities reported by the EEC in the last evaluation in 2018.

The methods of teaching follow international standards. The teaching combines classical forms of learning with modern methodologies that facilitate student centric approaches. The quality of the equipment contributes very much to that.

The library also offers very good conditions for students and academic staff to access to the most important and modern databases. The recommendations left by the EEC in the 2018 report were implemented, and more databases are nowadays accessible. It is nevertheless recommended that more physical books in hospitality & tourism should be acquired by the college because some students and lecturers do read them, and also because that makes the library room more attractive for people to go in.

The administrative staff is, undoubtedly, one of the most important assets of the college. The number and qualifications of the administrative staff is suitable to the needs. The EEC found them very much professional, motivated and fully engaged in the students problems. Their level of professionalism should be acknowledged. That also explains the excellent feedback students provide about the college. In particular overseas students, have an excellent image of CDA Limassol.

Both the deputy general director and the director of CDA Limassol manage the college and the administrative staff following very high standards.

There are clear guidelines and experience on how to deal with students with special needs. The facilities and the equipment area suitable to welcome students with disabilities, and, above all, the staff is prepared to deal with them.

The chairman of the college is very kind and shows an excellent relationship with the administrative and teaching staff. The internal organization also shows that the academic and scientific areas of the college are run with good autonomy in relation to the chairman.

Strengths

- Excellent building, facilities and IT
- The library is well equipped with modern computers and databases
- Students have an excellent image of the college
- The administrative staff is very much professional, motivated and nice

Areas of improvement and recommendations

- The present levels of quality and professionalism should be maintained in the future.
- The library should buy more physical books of travel and tourism, namely to improve its attractiveness and work as a meeting point for students and academic staff.

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

C. Conclusions and final remarks

An updated programme has been developed with the input of various stakeholders, ensuring that it is fit-for-purpose and reflects the needs of the contemporary travel and tourism sector. The Directors and staff of CDA college have a clear and evident wish to improve their programmes and engaged fully and actively in discussions. Quality assurance procedures are thorough and clearly laid out as established policies.

The admissions process at C.D.A College has clear criteria, comparable to those of other institutions, and is easily accessible on the website. The college is attentive to the needs of its incoming students, offering support for accommodation arrangements despite not providing any themselves. Throughout the academic journey, students benefit from dedicated administrative staff and academic advisors who provide assistance when facing challenges in their coursework or attendance. However, some aspects of the website, such as the specific entry information for certain countries, and varying names for research centers, could be improved for better user experience. Overall, the college demonstrates a strong commitment to student success and fosters a supportive and friendly atmosphere for learning and personal growth.

The infrastructure and the facilities are suitable. Great investments have been made on IT and on the library over the recent past, and new and updated databases have become available.

The academic staff is suitable in numbers and background. However, the staff with PhD come from outside the travel and tourism area. There is a strong need to attract more academic staff with PhD in travel and tourism. Also, the research conducted in the college is poor, and, therefore, urgent improvements are needed in this area.

Finally, it should be highlighted that the administrative staff is excellent, very professional and dedicated. They do their jobs in a devoted way, the reason why the students are so happy to study at the CDA College.

D. Signatures of the EEC

Name	Signature
Carlos Costa	
Anita Eves	
Alexander Josiassen	
Charalampia Karatzaidou	

Date: 2023.05.11