Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution: C.D.A. College Limassol

District: Limassol

Name of the Program of Study in English: B.A. Travel & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts)

Language/s of instruction: English

Program Status (check √ where applicable):

 ➢ Currently operation Program of Study:
   • Evaluated and accredited by SEKAP √

   Program Category (check √ where applicable):
 ➢ Conventional √

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
Professor Carlos Manuel Martins da Costa	Full Professor, Head of the School of Economics, Management, Industrial Engineering and Tourism	University of Aveiro, Portugal
Professor Dorina-Maria Buda	Full Professor in Tourism Management, Head of the International Centre for Research in Events, Tourism, and Hospitality	Leeds Beckett University, UK
Associate Professor Evangelia Marinakou	Associate Professor in Hospitality and Tourism Management	Bournemouth University, UK
Ms Demetriana Hadjistephanou	Student of Economics	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

The members of the External Evaluation Committee (EEC) analysed the B.A (Hons) Travel & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts) documentation for CDA College Limassol. The members of the External Evaluation Committee (EEC) examined the documentation sent by e-mail prior to arrival in Cyprus. On the 26th November 2018 the members of the EEC met with officials of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education in the morning at 08.30 hours, and with student representative Dimitriana Hadjistephanou. Following that, the on-site visit took place on the same day the 26th November 10.00 – 17.00 hours.
While at CDA College Limassol, the members of the EEC:

•   met with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.
•   examined the School's structure, including the programme in the proper position, i.e. by indicating the School and the Department under which the program operates.
•   met with the Head of the relevant department and the program Coordinator whereby of the curriculum (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, samples of papers, samples of written examinations, admission criteria for prospective students etc.) was presented.
•   met only with students or/and their representatives.
•   met with members of the administrative staff.
•   visited the premises of the institution (library, and classrooms).

II. The Internal Evaluation procedure

The members of the EEC studied the application and documentation provided in advance and also during the site visit. There were minor gaps in the information provided and there were several areas that were discussed during the meeting in addition to what was documented. The members of the EEC requested additional information and many of the implicit/grey areas became explicit. Additional information was provided during the evaluation process and was considered by the members of the EEC. The CDA College fully and promptly cooperated with the EEC.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

The Chairman of CDA College explained the relevant educational experience of the college having 45 of its programmes recently validated. The college operates in 4 different cities and has 40 years of educational involvement.

It seems that teaching work is organised efficiently and the students interviewed were happy with the provision. An effective administration structure supports the delivery of the programme.

Teaching staff seemed enthusiastic about teaching their students. There is some tourism expertise in the team and some research is evident in the CDA Limassol team. However, it is evident that not all members of staff are tourism and travel specialists and have relevant background studies. Some members of the teaching team seem generalists who may lack the necessary understanding and insight of the tourism and travel phenomenon.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

This BA program targets undergraduate students aiming to develop a career in travel and tourism. It is positioned as a good opportunity for personal and professional development, through preparing students to take up leading positions in travel and tourism sectors worldwide as well as run their own business profitably in areas like travel agencies, tour operation, air transportation and such like. The aims and objectives of the program should therefore enable students to develop their skills and increase their career prospects.

The documentation provides a comprehensive guidance to the program proposed. There are 20 specialized travel and tourism related modules out of the 39 modules in the program. This is a good balance between travel and tourism related specialist courses and the more general ones such as Business Information Systems, Introduction to the Leisure Industry, or Tourism Sociology. Caution should be exercised when offering a wider range of compulsory courses than necessary such as Conferences and Events Management, Crises and Disaster Management, Casino Management. Such a variety of courses risks diluting the focus on travel and tourism management, which this program offers.

Textbooks suggested for all modules are fairly up to date with publication years 2013 onwards.

Assessment of the students is too heavy. There is apparently a mid-term exam, a final exam and coursework for each course, but no other information is provided. A larger variety in assessment methods could be introduced namely by giving students the opportunity of learning independently some of the topics and areas introduced in the course. In addition, closer proximity with industry is welcome in projects, and Problem Based Learning (PBL) could be introduced, as well as connecting PBL with research-

informed education. The number of credits attached to each course is standard, including the dissertation "Applied Management Project" module.

Quality assurance has been documented from an internal point of view. One of the main concerns that the members of the EEC has identified is the fact that the General Director is the Chairman of a number of academic committees. As such, a transparent and independent academic process might be impinged upon by his presence and influence. The EEC recommends that there is a clearer demarcation between academic and administrative/managerial tasks, whereby the Director General delegates academic tasks to qualified academic personnel.

The college team indicated that there are several international collaborations under the auspices of the Erasmus program for staff and student mobility. The college's final year for Erasmus charter was on the May 31st 2017 as noted in the documentation. It is not clear how internal collaborations have proceeded after the date. Also, some of the international non-EU students remarked that other international collaborations through which they could benefit are not existent.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

The college has recently established the Aristotelis research centre to promote research. The budget of the research center seems to be quite generous of 100,000 euros. The EEC recommends that there should be more clear explanations of how this budget is intended to be spent in regards to the travel and tourism area, what are the criteria underpinning the research center, the allocation of this funding to staff. In other words, a clearer policy document should be set up.

There seems to be little evidence of research activity or culture among the involved members of academic staff. A limited number of academic staff are engaged in research activities with modest publications or other related outputs. 7 out of 15 members of the teaching team in Limassol hold a PhD, 1 member of staff is currently conducting a PhD in Law, so often the subject specializations are outside tourism. There is limited research on journal articles in the module descriptors and teaching staff could benefit from being more informed about recent research on their subject areas. There was some interest to undertake research or consultancy collaboration with the local industry.

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

The college appears to have sufficient and adequate provision for the administration of the program. During the discussion with the students, this was confirmed. Some issues were raised with the physical resources in the Limassol building whereby noise caused by people moving and working inside the building on the ground floor is a disturbance to students wanting to study in the library.
Other infrastructures/support were adequate for the proposed number of students. The college seems to have substantial resources and operate successfully.

However, insufficient information was provided in the feasibility study in terms of future cash flows and costs at campus level. The only financial information provided was from a general overview of the college's status.

5. DISTANCE LEARNING PROGRAMS – N/A

6. DOCTORAL PROGRAMS OF STUDY – N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE[1]

In conclusion, this programme is geared towards undergraduate students aiming to develop a career in travel and tourism. It is positioned as a good opportunity for personal and professional development, through preparing students to take up leading positions in travel and tourism sectors worldwide as well as run their own business profitably in areas like travel agencies, tour operation, air transportation and such like.

There are 20 specialised travel and tourism related modules out of the 39 modules in the programme. This is a good balance between travel and tourism related specialist courses and the more general ones such as Business Information Systems, Introduction to the Leisure Industry, or Tourism Sociology. Caution should be exercised when offering a wider range of compulsory courses than necessary such as Conferences and Events Management, Crises and Disaster Management, Casino Management.

One of the main concerns that the members of the EEC has identified is the fact that the General Director is member of a number of academic committees. As such, a transparent and independent academic process might be impinged upon by his presence and influence. The EEC recommends that there is a clearer demarcation between academic and administrative/managerial tasks, whereby the Director General delegates academic tasks to qualified academic personnel.

Research-wise, the college has recently established the Aristotelis research centre to promote research. The budget of the research center seems to be quite generous of 100,000 euros. The EEC recommends that there should be more clear explanations of how this budget is intended to be spent in the travel and tourism area, and what are the criteria underpinning the spending decisions. By establishing a clearer research policy most of these shortcomings may be sorted out.

The college appears to have sufficient and adequate provision for the administration of the program. During the discussion with the students, this was confirmed. Some issues were raised with the atmosphere in the Limassol building whereby noise caused by some administrative personnel on the ground floor is a disturbance to students wanting to study in the library.

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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.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: CDA Limassol

Program of Study: B.A. Travel & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts)

Duration of the Program of Study: (4 Years, Plus an Optional Foundation Year, Bachelor of Arts)

Evaluation Date: 2018.11.27

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.

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Professor Carlos Manuel Martins da Costa	Full Professor, Head of the School of Economics, Management, Industrial Engineering and Tourism	University of Aveiro, Portugal
Professor Dorina-Maria Buda	Full Professor in Tourism Management, Head of the International Centre for Research in Events, Tourism, and Hospitality	Leeds Beckett University, UK
Associate Professor Evangelia Marinakou	Associate Professor in Hospitality and Tourism Management	Bournemouth University, UK
Ms Demetriana Hadjistephanou	Student of Economics	University of Cyprus

Date and Time of the On-Site Visit: 2018.11.26

Duration of the On-Site Visit: 10:00 – 17:00

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	**Organization of teaching work**		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.						X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X	
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X	
	1.1.4.1	facilities				X	
	1.1.4.2	library				X		
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare				X		

	1.1.4.5	academic mentoring			X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.			X		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X	
1.1.8	Control mechanisms for student performance are effective.				X	
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.			X		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X	

The Members of EEC have reached the conclusion that the CDA College complies with the regulations established by the Cypriot government, and therefore no major problems have been detected. The members of the EEC noticed that CDA College is taking positive actions in order provide a program with quality. The improvements introduced as a result of the visit of the previous evaluation committee is demonstrative of that.

The EEC has also found that the CDA College should take further steps in order to improve the library facilities. Being located in a central area and close to the access to the cafeteria, the library shows critical acoustic problems that ought to be sorted out. Furthermore, CDA College must make an additional investment in order to improve in particular the number of books available and the access to online databases covering the travel and tourism areas.

Further efforts should also be put into practice in terms of the student welfare and in regards to a clearer policy for regular and effective communication, between the teaching personnel and the students.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				x	
1.2.2	The methodology of each course is suitable for adults.					x
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					x
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					x
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				x	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					x
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			x		

The EEC has not found any major problems in this area.

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

No.	Description				
	and specialization to teach a limited number of courses in the program of study.				
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	X			
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.				X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.	X			
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X

The Members of the EEC conclude that the teaching staff is, overall, properly qualified to support the needs of the program.

It should nevertheless be noticed that the qualifications of the teaching personnel should be better adjusted to the teaching program. The Members of the EEC advise that this may be improved in the future if the number of publications in the tourism and hospitality areas increases. More time for research must also be given to the teaching personnel to improve their record of publications. And the research center should make available a specific budget to tackle this issue.

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

The Members of the EEC have not found any particular issues in this area. However, it is recommended that the College should monitor regularly the learning objectives, outcomes and content of the courses. Tourism is a very volatile industry, and new realities, technologies, business solutions, etc are introduced in the area, and the program should incorporate them.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			X		
The structure and contents of the program of study are good. Improvements may be introduced in terms of keeping them updated to the latest developments in the area, namely because some of the material that the courses use are rather outdated.						

The course learning outcomes could be revised to reflect on the level of study and illustrate progression within the four years of study.

More transparent support for students with special needs should also be introduced in the program.

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

The mechanisms of quality assurance of the program are, overall, adjusted to respective requirements for such a program.

The involvement of the owner can, nevertheless, be considered as impinging on the quality assurance process in terms of academic excellence. Therefore, the Members of the EEC recommend that more efforts should be introduced in order to make the administrative and the academic areas more distinct and separated.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					x
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				x	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			x		

2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	
2.4.5	Information relating to the program of study are posted publicly and include:					X
	2.4.5.1	The provisions regarding unit credits				X
	2.4.5.2	The expected learning outcomes				X
	2.4.5.3	The methodology				X
	2.4.5.4	Course descriptions				X
	2.4.5.5	The program's structure				X
	2.4.5.6	The admission requirements				X
	2.4.5.7	The format and the procedures for student assessment				X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X

There are efficient mechanisms ensuring the management of the program of studied. Close proximity between the administration and the academic management of the program was found in the organization of the program and the decision-making. The members of the EEC would recommend that there is distinction between administration of the program and academic issues to provide more room for more independent academic decisions.

2.5	**International Dimension of the Program of Study**	**1**	**2**	**3**	**4**	**5**
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				X	

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

The are several international collaborations under the auspices of the Erasmus program for staff and student mobility. The college's final year for Erasmus charter was on the May 31st 2017 as noted in the documentation. It is not clear how internal collaborations have proceeded after the date. Also, some of the international non-EU students suggested that other international collaborations through which they could benefit are not existent.

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

Good connections have been established with the market. This is a strong point that should be maintained and strengthened in the future. The network of links with the surrounding organizations should be enlarged in the future.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	**Research - Teaching Synergies**	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.			X		

			1	2	3	4	5
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X		
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X		
3.1.9	Student training in the research process is sufficient.					X	

The Members of the EEC recognize that the existence of the Aristotelis Research Center with a fair budget contributes clearly for the implementation of a good research policy.

It is also registered that the Director of the research center has a clear direction for the center. However, the panel of evaluation does recommend the introduction of well identified objectives and a separated budget for the travel and tourism area. A minimum and a competitive budget should be set up specifically for the travel and tourism area.

A clear and detailed research policy could be introduced for more transparency and equity.

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

4.1	**Administrative Mechanisms**	**1**	**2**	**3**	**4**	**5**

4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.			x	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			x	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			x	

The administrative mechanisms available are adjusted to the Program.

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

The library facilities have to be improved, namely in terms of books, new book editions and online databases. The Members of the EEC were informed that students can soon access online journals directly via their student id also off campus.

4.3	**Financial Resources**	**1**	**2**	**3**	**4**	**5**
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.				x	

4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.			x		
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			x		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				x	
The Members of the EEC recommend to the CDA College that the level of independence of the academic decisions should also be supported on financial autonomy.						

5. DISTANCE LEARNING PROGRAMS: N/A

6. DOCTORAL PROGRAMS OF STUDY: N/A

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

Name:	Signature:
Carlos Manuel Martins da Costa	
Dorina-Maria Buda	
Evangelia Marinakou	
Demetriana Hadjistephanou	

Date: 2018.11.29