

**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

Program of Study:

Certificate in Casino Management - 1 Year

TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	3
Introduction.....	4
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	9
Document Number:	
300.1.....	11

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
Prof Dr Dorina Maria-Buda	Professor in Tourism Management	Leeds Beckett University, United Kingdom
Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Ms Evdokia Anastasiou	Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

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

The External Evaluation Committee (henceforth “EEC”) studied the Certificate in Casino Management (1 Year) documentation for CDA College Limassol. Members of the held a first meeting and discussed the documentation on Sunday 24 June 2018 at Hilton Hotel in Nicosia. This meeting was followed by a day visit to the CDA College Limassol on 26 June 2018, where Ms. Evdokia Anastasiou, the CUT student, joined the other three EEC members. While at CDA College, a meeting with the management team of the College explained the college strategy and standing. Subsequently, a meeting with the programme teaching staff explored the curriculum in further detail. Another meeting with students of other existing programmes explored student satisfaction and aspirations. The administrative staff also subsequently joined the EEC in a separate, informative discussion. Finally, the EEC visited the college resources, class infrastructure and library, online facilities, and the gambling simulation laboratory (mock-up Casino).

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The EEC studied the application and documentation provided in advance and also during the site visit. Sufficient information was provided and there were several areas that were discussed during the meeting that were also explicitly documented. The EEC requested for some additional information and clarifications during the evaluation process. These have also been subsequently considered accordingly.

INTERNAL MANAGEMENT COMMITTEE AND TEACHING STAFF

Internal Management Committee (in attendance)
Demetris Christoforou, Chairman of CDA College
Dr Pantelis Ioannou, Deputy General Director and President of Internal Quality Assurance Committee
Dr Tryfon Pneumaticos, Director of CDA College Limassol and Member of Internal Quality Assurance Committee
Dr Nicos Rodosthenous, Head of Research Center and Member of Internal Quality Assurance Committee
Dr Pavlos Panayi, Head of ICT and Member of Internal Quality Assurance Committee
Athina Koliandri, Head of Tourism Studies and Member of Internal Quality Assurance Committee
Katerina Kyriakidou, Member of Internal Quality Assurance Committee and Administrative Officer
Michael Peleties, Head of Program
Nafsika Kanaki, Assistant to the Head of Program
Teaching Staff (in attendance)
Stella Michaelidou
Dr Tryphon Pneumaticos
Dr Eleni Asprogenous
Christina Agathangelou
Nagia Panagiotou
Nafsika Kanani
Theodoros Christidoulides
Student Representative (in attendance)
Sofia Efthymiou, MA (Beauty Therapy Care, Exercise in Health Promotion and Stress Management).
Harpinder Singh (International Student in Higher Degree Diploma in Travel and Tourism).
Anthi Pissara, MA (Beauty Therapy Care, Exercise in Health Promotion and Stress Management).

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

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

The Chairman of CDA College explained the relevant educational experience of the College having 38 of its programmes recently validated. The college operates in 4 different cities and has 40 years of educational involvement.

It appears that teaching work is organised efficiently and the students interviewed were quite happy with the provision of the college. An effective administration structure supports the delivery of the programmes.

Teaching has not started as validation is required for the programme to begin.

Teaching staff seemed enthusiastic about teaching their students. There is sufficient tourism expertise in the team at CDA Limassol. However, it is evident that not all members of staff are specialists in casino management or have the relevant practitioner experience. Some members of the teaching team are generalists who may lack the necessary understanding and insight of the casino sector.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

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

This one year certificate programme targets students aiming to develop a career in casino management. It is positioned as a good opportunity for personal and professional development, through equipping students with both the knowledge and the management skills for the casino sector. This programme is also expected to fill the knowledge gap of the impending development of the casino industry in Cyprus. The aims and objectives of the programme should therefore enable students to develop their skills and improve their career prospects in the casino sector.

The documentation provides a comprehensive guidance to the certificate programme proposed. The programme spreads over one year and carries sixty (60) ECTS credits equally spread between the two (2) semesters. There are seven (7) specialised casino related modules out of the twelve (12) modules in the programme. The five (5) non-specialist modules are generic and lack specialization in the context of casino management.

The generic tourism and hospitality modules must acknowledge the specific requirements of the casino management sector. The programme should adequately prepare successful students for relevant training positions within the casino industry.

Assessments proposed are varied, with additional consideration for practical elements aligned to the allocated number of ECTS and related workload. Quality assurance has been well documented from an internal point of view.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The college has established the Aristotelis research centre to promote research.

While research activity is limited amongst the members of staff, it is noted that there is an attempt at developing a research culture within the college by means of a research centre and funding for research.

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

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

The college appears to have sufficient and adequate provision for the administration of the programme. During the discussion with the administrative staff and students, this was confirmed. Other infrastructures/support were adequate for the proposed number of students. In particular, the casino simulation room was very well equipped and made an excellent impression on the members of the EEC. In general, the college appears to have substantial resources and operate successfully over four (4) locations capitalising on various synergies such as interlibrary loans.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

In conclusion, this one year programme is well thought-out being contextualised, to an acceptable degree, within the Casino Industry, Casino and Hotel Management framework. All teaching staff need to be engaged in subject-specific knowledge pertaining to Casino Management, as well as existing staff should be developed to understand the requirements of the casino industry and contextualise their teaching accordingly. The Special Teaching Personnel – 1 member of staff also Assistant to the Head of the Programme needs to be coached into academic teaching.

Further serious attention should be paid in the curriculum regarding the addition of a special course on *Business Ethics in Gambling*, and to detailed attention to Ethics in courses such as *Accounting in Tourism and Hospitality*, *Ethics in Casino Surveillance and Security*. The issues of Ethics and Morality are not dealt with in the documentation provided to the EEC, but it was discussed with the members of staff which seem to be willing and interested in ensuring the Ethics aspects are thoroughly debated during their courses.

A better connection with the new Casino development in Limassol as well as in other cities of the Republic of Cyprus should be established, and vice versa the Casino staff should be invited to witness the programme's courses, seminars and simulation lab. The programme should develop a comprehensive set of industry experience and placement initiatives, especially with the local Casino, but should also reach out internationally.

While the EEC recognises the challenges of staff recruitment, the management should continually ensure that the profile of academic staff aligns with relevant sectoral (i.e. casino) expertise.

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.

Library indexing can be improved to reflect subject categories instead of programme categories. Students should be able to remotely access library resources out of hours, as well as staff should be trained to access sector specific resources.

The learning outcomes of the overall programme are geared towards acquiring tourism related management knowledge and applied to the casino industry. The programme aims to provide students with a fundamental understanding of issues associated with casino management and organisational aspects of the casino sector together with basic principles that support the industry. More specifically it aims to guide the student to a sector that would be facing a skills shortage as the Cyprus casino industry advances in the next decade; to equip graduates with a solid vocational and intellectual background for career advancement; and to provide students with a solid foundation of casino management skills, set in a travel and tourism context.

The teaching team appears enthusiastic and open to the notion of collaboration with team members who may have the relevant experience in the casino industry.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: [C.D.A. COLLEGE Limassol](#)

Program of Study: [Certificate in Casino Management \(1 Year\)](#)

Duration of the Program of Study: [1 year](#)

Evaluation Date: [26 June 2018](#)

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
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Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Ms Evdokia Anastasiou	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 26 June 2018

Duration of the On-Site Visit: One day

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 programme 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 programme, 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		

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

The College seems to be using the Turnitin plagiarism software; nonetheless, related screenshots provided on pages 161-168 in the main document are not discussed. Therefore, the EEC invites the College to explicitly show and reflect a better understanding of plagiarism detection software practices.

Note, additionally:

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

Given that this is an upcoming new programme there is no prior reliable information to ascertain the number of Cypriot versus International Students. The proposed student intake is suggested to be twenty (20) students in total per academic year

with a focus on the Cypriot market. Given that this programme is entirely offered in English it is expected to attract international students as well.

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

See comment above

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

Twenty (20) students per intake (note: two intakes per year, i.e. October and February) are expected to be enrolled in this Certificate of Casino Management programme. At present, the Certificate of Casino Management programme was presented to the EEC as being targeted at the Cypriot market capitalising on the opening in Limassol of the largest casino in Europe. Given that the language of instruction for the entire programme is English it is expected that it will also attract international students, perhaps from countries such as India, Pakistan, Bangladesh as well as from Eastern Europe countries.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each programme is suitable for achieving the programme's purpose and objectives and those of the individual modules.			X		
1.2.2	The methodology of each programme 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 programme 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			X		

	<p>set by the methodology of the program's individual programmes, and are updated regularly.</p>					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The curriculum is well thought-out being contextualised, to an acceptable degree, within the Casino Industry, Casino and Hotel Management framework. Courses such as <i>Introduction to Tourism & Hospitality</i> (whereby the course description mentions the Grand Tour, 19th century travel practices and such like) which can be substituted with an Elective on <i>Introduction to the Leisure Industry</i> does not align too directly with the Casino Management programme. A course on <i>Introduction to Management</i> is considered to be better suited with the vision of this one-year certificate.</p> <p>Further serious attention should be paid in the curriculum to a special course on <i>Business Ethics in Gambling</i>, and to detailed attention to Ethics in courses such as <i>Accounting in Tourism and Hospitality</i>, <i>Ethics in Casino Surveillance and Security</i>. The issues of Ethics and Morality are not dealt with in the documentation provided to the committee, but it was discussed with the members of staff which seem to be willing and interested in ensuring the Ethics aspects are thoroughly debated during their courses.</p> <p>Another crucial aspect not tackled in the documentation but discussed during the site visit is the cultural aspect in the gambling and casino industry. Special attention and emphasis on cultural implications of gambling to understand the socio-cultural profile of gamblers should be given in courses such as <i>Introduction to Casino Industry</i>, and <i>Introduction to Hotel and Casino Management</i>.</p> <p>According to the course description <i>Gaming Law and Regulations</i>, students will be offered very broad and all-encompassing explanations about gaming law and regulations in their proper political and legal context. The contextualisation will be primarily connected to the Cypriot legal system, which can be rather challenging for international students who would not have a good enough understanding of the Cypriot legal system. As such, an elective module <i>Introduction to Socio-cultural Practices in Cyprus</i> targeted at international students will facilitate international students' understanding of the law-related course, and, indeed, of the entire programme.</p> <p>Also, the Elective on <i>Casino Customer Service</i> is better suited to be a core course as it pertains directly to the Casino Industry. The EEC's only concern is that this</p>						

elective is delivered by a person who also performs several tasks within the college such as public relations and student welfare coordination. We suggest this course on Casino Customer service is delivered wither by a member of staff with a doctoral degree in management, or by a member of staff with robust and reliable experience in the Casino Industry.

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 programme have the relevant formal and fundamental qualifications for teaching the programme, 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.	N/A				
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of programmes in the program of study.		X			
1.3.5	In every program of study, the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	N/A				
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of programmes taught by full-time personnel, occupied exclusively at the institution, to the number of programmes 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		

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

This one-year Certificate should be explicitly Casino Management-specialised; therefore, the EEC's concern is about the subject-specific knowledge and expertise. One member of the teaching staff, Assistant to the Head of the Programme, has extensive Casino Industry, but insufficient teaching experience or qualifications.

Out of the remainder seven (7) teaching staff, two (2) are in possession of a doctoral degree, two (2) are doctoral candidates, loosely related to Casino Management.

The Assistant Professor with a doctorate degree in Management currently works part-time and is scheduled to teach four (4) courses, two (2) in each semester. During discussions with the EEC it was mentioned that the Assistant Professor would start part time October 2018 onwards, which the EEC considers to be an appropriate course of action.

The members of the education staff are not required to be research-active for this particular one-year certificate but in any case, their teaching load does not limit their ability to conduct research, writing and contribute to the society. Visiting Professors and Teaching Research Personnel are non-applicable staff categories for this particular certificate.

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		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>While there is some evidence that the learning process is designed in-line with the learning outcomes of the programme, the EEC felt that the team could further ensure that insights into casino management/industry become incorporated into the following modules: <i>Accounting in Tourism and Hospitality, HRM in Tourism and Hospitality, Basic Mathematics and Probabilities and Public Relations.</i></p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The programme 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 programme 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 programmes focusing on the specific discipline, includes an adequate number of general education programmes.				X	
2.2.6	The content of programmes 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 programmes are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's programmes 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		

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

While the structure and content of the proposed certificate programme appears to be adequate, the EEC felt that the more generic modules could include explicit elements of casino management or the industry.

It has been noted that 'CAS108 – Casino Table Supervisor' has a pre-requisite of 'CAS104 Casino Table Games OR with the consent of the tutor'. On the basis that these modules are core skills and knowledge that are fundamental to the certificate programme, the EEC recommends that the pre-requisite for CAS108 should be based upon the successful completion of CAS104.

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

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

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

The EEC commends the Educational Quality Assurance Mechanisms documentation produced by the college. Moving forward, it is recommended that the process of identifying internal and external examiners could be further clarified.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				X	

2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits				X	
2.4.5.2	The expected learning outcomes				X	
2.4.5.3	The methodology				X	
2.4.5.4	Programme 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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The EEC was satisfied that effective management of the program of study was applied.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for programmes and the number of credits for practical training - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification <p>n/a</p>						
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.	N/A				
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	

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

The EEC notes that the proposed certificate programme is the first to be introduced in Cyprus. Internationally, provision of similar programmes is limited too. Attracting Visiting Professors is not applicable in this context.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labour 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		

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

There is insufficient documented information in relation to the programme's engagement with industry, although discussions with members of the management team suggest that possible collaborative consultations are progressing positively. The economic benefits for society arising from casino development have been highlighted in relation to employment.

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		
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.	N/A				
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.	N/A				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>To be noted that for a one-year Certificate it is not necessary to have a research component. The EEC acknowledges and welcomes the establishment of Aristotelis Research Centre by the College. The EEC was provided with extra material and document titled Research at CDA College. It is mentioned that the College has its own Research Journal, this is, however, not indexed in any academic database. This seems like the starting point to increase awareness regarding the importance of research into vocational education. The Aristotelis Centre has so far proved</p>						

unable to instigate and infuse a research culture. The EEC considers that supporting with tuition fees of the two (2) members of the teaching staff undertaking doctoral degrees (in Law, and Surveillance, broadly speaking) would help such knowledge inform the teaching in this one-year programme.

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		

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

There is a Student Welfare coordinator for the Cypriot students, but this member of staff is also a lecturer, and a Public Relations Manager. The person also deals with admissions and such like. Having this in mind, the EEC is concerned about the possibly negative repercussions of work overload for that person's ability to successfully carry all the above-mentioned tasks.

There seems to be an International Office which deals with student welfare amongst other aspects such as admissions.

In documents provided by the College there is a listing of thirteen (13) Committees, including a Student Affairs Standing Committee. It is, however, unclear, how this Committee functions, what rules, regulations and forms are being used, and how student welfare is being dealt with pre-emptively and/or when a crisis occurs.

There is no mechanism in place, but general all-encompassing words.

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		

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

The Library at the CDA College in Limassol where this one-year programme will be delivered has small premises with limited number of hard copy books. The Library has online access through their CDA College account with University of Cyprus for databases such as EBSCO, Sage, and Elsevier.

The Library, however small, is not indexed properly per subject of publication, but per the degrees offered at the College.

It seems that although the Library has access to journal articles across different databases, this is not used or effectively communicated to staff and students. Support is required in investing on more library resources; moreover, staff development initiatives need to be undertaken to better utilize the available resources.

The infrastructure at CDA Limassol pertaining to the one-year certificate in Casino Management such as the simulation room is excellent and up to date, thus effectively connecting teaching to practice.

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	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The financial projections of the certificate programme appear sound with prudent numbers.</p>						

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

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					

5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

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

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of programmes taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

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

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Overall suggestions for improving the identity, aims, content and target audience of the programme:

STAFFING

- All teaching staff need to be engaged in subject-specific knowledge pertaining to Casino Management;
- Existing staff should be developed to understand the requirements of the casino industry and contextualise their teaching accordingly;
- The Special Teaching Personnel – one (1) member of staff also Assistant to the Head of the Programme needs to be coached into academic teaching;
- Tourism Studies, Mathematicians and Management generalists need to be trained to understand the casino industry in all its complexities from operations to ethics of gambling.

PROGRAMME STRUCTURE

- The curriculum is well thought-out being contextualised, to an acceptable degree, within the Casino Industry, Casino and Hotel Management framework. Courses such as *Introduction to Tourism & Hospitality* (whereby the course description mentions the Grand Tour, 19th century travel practices and such like) which can be substituted by an Elective on *Introduction to the Leisure Industry* does not align too directly with the Casino Management programme. A course on *Introduction to Management* is considered to be better suited with the vision of this one-year certificate.
- Further serious attention should be paid in the curriculum to a special course on *Business Ethics in Gambling*, and to detailed attention to Ethics in courses such as *Accounting in Tourism and Hospitality*, *Ethics in Casino Surveillance and Security*. The issues of Ethics and Morality are not dealt with in the documentation provided to the EEC, but it was discussed with the members of staff who seem to be willing and interested in ensuring the Ethics aspects are thoroughly debated during their courses.

- Another crucial aspect not tackled in the documentation but discussed during the site visit is the cultural aspect in the gambling and casino industry. Special attention and emphasis on cultural implications of gambling to understand the socio-cultural profile of gamblers should be given in courses such as *Introduction to Casino Industry*, and *Introduction to Hotel and Casino Management*.
- According to the course description *Gaming Law and Regulations*, students will be offered very broad and all-encompassing explanations about gaming law and regulations in their proper political and legal context. The contextualisation will be primarily connected to the Cypriot legal system, which can be rather challenging for international students who would not have a good enough understating of the working of the Cypriot legal system. As such, an Elective targeted at international students *Introduction to Socio-Cultural Practices in Cyprus* will facilitate international students' understanding of the law-related course, and, indeed, the entire programme.
- Also, the Elective on *Casino Customer Service* is better suited to be a core course as it pertains directly to the Casino Industry. The EEC's only concern is that this elective is delivered by a person who performs several tasks within the college: PR person, senior lecturer, and student welfare co-ordinator. We suggest this course on Casino Customer service is delivered wither by a member of staff with a doctoral degree in management, or by a member of staff with robust and reliable experience in the Casino Industry.

INDUSTRY ENGAGEMENT AND PROFESSIONAL PRACTICE

- A better connection with the new Casino should be established
- The programme Head should organise visits and induction sessions for educational staff at the Casino,
- The Casino staff should be invited to witness the programme's courses, seminars and simulation lab.
- The programme should develop a comprehensive set of industry experience and placement initiatives, especially with the local Casino, but should also reach out internationally.

RECRUITMENT

- Comprehensive feasibility study and recruitment strategy is required;
- While the EEC recognises the challenges of staff recruitment, the management should continually ensure that the profile of academic staff aligns with relevant sectoral (i.e. casino) expertise.

RESOURCES

- Library indexing could be improved to reflect subject categories instead of programme categories;
- Students should be able to remotely access library resources out of hours
- Staff should be trained to access sector specific resources.

ASSESSMENT

- An innovative assessment strategy is required as there are critical practical components within three (3) modules of the programme;
- Each module leader needs to consider the best way to assess their module and innovation in assessment methods should be encouraged;
- The opportunity to use real industry engagement as part of assessments should be actively explored;
- While there is some indication that Turnitin is adopted, the programme must ensure that the software is core to all assessments.

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

Name:	Signature:
Prof Dr Andreas Papatheodorou	
Prof Dr Dorina Maria-Buda	
Associate Prof Dr Wai Mun Lim	
Ms Evdokia Anastasiou	

Date: 27 June 2018