



**Doc. Number: 300.1.1**

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution:**

**C.D.A. College Larnaca**

**Program of Study:**

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

## TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>Instructions.....</b>   | <b>3</b>  |
| <b>External Evaluation Committee (EEC).....</b>                              | <b>3</b>  |
| <b>Introduction.....</b>   | <b>4</b>  |
| <b>Findings.....</b>   | <b>6</b>  |
| <b>Conclusions and Suggestions of the External Evaluation Committee.....</b> | <b>11</b> |
| <b>Document Number:<br/>300.1.....</b>                                       | <b>13</b> |
| <b>Final Remarks Suggestions .....</b>                                       | <b>32</b> |

**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**

| <b>NAME</b>                   | <b>TITLE</b>   | <b>UNIVERSITY / INSTITUTION</b>        |
|-------------------------------|--|--|
| Prof. Dr Dimitrios Buhalis    | Professor and Head of Department Tourism and Hospitality               | Bournemouth University, United Kingdom |
| Prof Dr Andreas Papatheodorou | Professor in Industrial and Spatial Economics with Emphasis on Tourism | University of the Aegean, Greece       |
| Associate Prof Dr Wai Mun Lim | Associate Professor in Service Management                              | University of Plymouth, United Kingdom |
| Mr Flourenzos Christoforou    | 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 Panel studied the B.A Travel & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts) documentation for CDA College Larnaca. The academic members of the Panel held a first meeting and discussed the documentation on Wednesday 28 June 2017 at Hilton Hotel in Nicosia. Following that, the academic members of the Panel met with DI.P.A.E. officials at the Ministry of Education and Culture on Thursday 29 June 2017 in the morning. This meeting was followed by a day visit to the CDA College Larnaca on Friday 30 June 2017, where Mr Florentzos Christoforou, the CUT student, joined the other three panellists. While at CDA College, a meeting with the Directors 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 existing students of the Diploma in Tourism Administration explored student satisfaction and aspirations. Finally, the panel visited the college resources, class infrastructure and library and online facilities.

### **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 Panel studied the application and documentation provided in advance and also during the site visit. There were gaps in the information provided and there were several areas that were discussed during the meeting that were not explicitly documented. The panel 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 Panel.

### INTERNAL MANAGEMENT COMMITTEE AND TEACHING STAFF

|   |
|---|
| <b>Internal Management Committee (in attendance)</b>  |
| Demetris Christoforou, Chairman of CDA College  |
| Dr Pantelis Ioannou, Deputy General Director – President of Internal Quality Assurance Committee              |
| Dr Tryfon Pneymatikos, Director of CDA College Limassol and Member of Internal Quality Assurance Committee    |
| Savvas Spyrou, Director of CDA College Larnaca  |
| Dr Nicos Rodosthenous, Head of Aristotelis Research Center and Member of Internal Quality Assurance Committee |
| Dr Pavlos Panayi, Head of ICT and Member of Internal Quality Assurance Committee                              |
| Athena Koliantri, Head of Travel and Tourism in Nicosia and Member of Internal Quality Assurance Committee    |
| Katerina Kyriakidou, Head Administrative Officer and Member of Internal Quality Assurance Committee           |
| Michael Peleties, Head of Department  |
| Eleni Christou, Executive Secretary   |
| <b>Teaching Staff (in attendance)</b>   |
| Dr Iosif Kafkalas   |
| Dr Souzana Peppi  |
| Antonis Thrassou  |
| Susan Elfving   |
| Estelia Savvidou  |
| Evi Papachristoforou  |
| <b>Student Representative (in attendance)</b>   |
| Simona Tatrano  |

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

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

Teaching staff seemed enthusiastic about teaching their students. There is some tourism expertise in the team and some research is evident in the CDA Larnaca 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 industry. More importantly, the teaching staff were not fully involved in the preparation of module documentation and learning outcomes as would be expected.

## 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 BA programme 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 equipping students with both the knowledge and the skills of management and business administration for the travel and tourism industry. This is expected to support their career development and professional life. The aims and objectives of the programme should therefore enable students to develop their skills and increase their career prospects.

The documentation provides a comprehensive guidance to the programme proposed. There are 15 specialised tourism related modules out of the 46 modules in the programme. The non-specialist modules are too generic and lack specialization to the context of tourism and travel. The programme is effectively a management / business degree with a tourism flavour.

The programme follows an uninspiring and unimaginative approach to teaching tourism and travel. The programme offers a portfolio of theoretical business and management knowledge with some modules in the areas of tourism and travel management. In fact, the programme of study is somehow challenged given that more than two thirds of the modules are generic and unrelated to travel and tourism. The programme offers a very generic business setting with no attempt to customize and contextualize these modules and learning to the students interested in travel and tourism. The programme seems to be centrally managed and teaching staff have rather limited ownership of the curriculum and their modules. The generic business modules do not include any literature relevant to travel and tourism. Most textbooks suggested for all modules are 10-15 years old. Programme structure issues need to be considered too as discussed later in this evaluation report.

There is clear space for improvement on the structure of the degree by bringing generic modules earlier in the programme and develop the intellectual capability later. There is in general a logical sequence of modules in terms of content, although the academic value of modules such as “Presentation Skills” and “English and American Literature” is questionable. The generic business modules also fail to acknowledge the specific requirements of the tourism and travel industries. There is also very little innovation in the degree and a failure to acknowledge modern life challenges emerging through safety and security, technology, globalization, entrepreneurship, and politics. As such the programme would fail to prepare graduates for an increasingly challenging global business environment at the time of graduation, circa 2022.

Assessment is also unimaginative - there is apparently a mid-term exam, a final exam and a coursework for each module, but no other information is provided. There is no mention of any advanced assessment methodologies. The number of credits attached to each module is standard, including the dissertation “Applied Management Practice” module.

Quality assurance has been documented from an internal point of view. Nevertheless, the panel identified gaps in policies involving the assessment of students such as plagiarism detection, disciplinary measures and support mechanisms for students e.g. with special needs.

The college team indicated that there are several international collaborations under the auspices of the Erasmus programme for staff and student mobility. However, these were not documented and evident, as the programme has not started yet. In the documentation, there is no reference to the connection with the labour market and the society. The curriculum does not offer a placement for students despite Cyprus being in the epicentre of the Mediterranean tourism industry. However, during the meeting with staff several organisations were mentioned as potential partners.



### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

#### **- Research Teaching Synergies**

The college has recently established the Aristotelis research centre to promote research. In the generic information about the college research centre Aristotelis two researchers appear to be research active in tourism, namely Dr Eleni Asprogenous and Dr Nicos Rodosthenous. Sadly, the former does not seem involved in the delivery of this programme in Larnaca.

A fortiori, there is no evidence of research activity or culture among the involved members of academic staff and this is a major handicap. Few members of the committee are engaged in research activities with modest publication or other related outputs. Most of the teaching team of this program seem unaware of any research opportunities and lack the qualifications and motivation to pursue research activities. 5 out of 15 members of the teaching team in Larnaca hold a PhD, often with subject specialisations outside tourism. There is no research on journal articles in the module descriptors and teaching staff seem unaware of 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**

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

The college appears to have sufficient and adequate provision for the administration of the program. During the discussion with the students, this was confirmed. Other infrastructures/support were adequate for the proposed number of students. The college seems to have substantial resources and operate successfully over 4 locations.

However, insufficient information was provided in the feasibility study in terms of future cash flows and costs at campus level (i.e. Larnaca). 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<sup>1</sup>

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, the learning outcomes of the overall programme are geared towards acquiring business and management knowledge and apply it to the tourism and travel industry. The programme aims to provide students with an in-depth understanding of issues associated with management and organisational aspects of the travel and tourism together with basic principles that support the industry. More specifically it aims to guide the student to a professional area that would be interesting and appealing to him/her as a future career; to equip graduates with a solid academic, technological, and intellectual background for academic and/or career advancements; to provide students with a solid foundation of management skills, marketing and sales, strategy, human resource management, finance, operations, information technology, presentation and communication set firmly in a travel and tourism context; and to help students, develop their critical thinking and refine their analytical and decision-making skills.

The learning outcomes of the individual modules are well-structured and balanced but fail to address modern life challenges. The generic business modules totally ignore the specific context and requirements of the tourism and travel industry and therefore cannot provide sufficient contextualized knowledge for this sector. For example, the economics, marketing, HR modules fail to address the idiosyncrasies of the tourism and travel industry and engage students in relevant discussion. All modules use dated literature of almost 10-15-year-old, circa 2005, and fail to include journal articles with contemporary methodologies and topics.

---

<sup>1</sup> 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

Often the module documentation feels like a collection of old module outlines packaged together for the validation. More importantly the teaching team was not fully engaged in the development of the modules and had no opportunity to explore their subject in depth towards the validation of the new degree.

There is no documented industry engagement, placement or professional practice interaction. This is a major weakness of the programme as it will fail to prepare the students for the real world. This is a pity as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff from the community. The proposal also fails to mention any collaboration with the local tourism industry associations such as PASIXE etc that would have enriched the programmed, although opportunities for potential engagement were mentioned during the meetings.

There is insufficient information to gain a comprehensive picture of the assessment strategy. Assessment appears unimaginative- there is apparently a mid-term exam, a final exam and a coursework for each module, but no other information is provided. There is no mention of group work strategy. There is no mention of any advanced assessment methodologies. The number of credits attached to each module is standard.

There is very limited evidence of research activity or culture among the involved members of academic staff and this is a major handicap. However, in the generic information about the college's research centre Aristotelis two researchers appear to be research active in tourism, namely Dr Eleni Asprogenous and Dr Nicos Rodosthenous. Sadly, the former does not seem involved in the delivery of this programme in Larnaca.

Staffing is of some concern as few academic members of staff are qualified to PhD level often in unrelated subject areas. The clear majority of staff have MSc degrees. There is limited evidence of any research and knowledge creation activity and this is only centred around few individuals, with no team involvement. The academic staff had also very limited engagement in the module preparation.

**Doc. Number: 300.1**

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

**Institution:** C.D.A. COLLEGE Larnaca

**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

**Evaluation Date:** 30 June 2017

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 Dimitrios Buhalis    | Professor and Head of Department Tourism and Hospitality               | Bournemouth University, United Kingdom |
| Prof Dr Andreas Papatheodorou | Professor in Industrial and Spatial Economics with Emphasis on Tourism | University of the Aegean, Greece       |
| Associate Prof Dr Wai Mun Lim | Associate Professor in Service Management                              | University of Plymouth, United Kingdom |
| Mr Flourentzos Christoforou   | Student  | Cyprus University of Technology        |

**Date and Time of the On-Site Visit:** 30 June 2017

**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.

Plagiarism mechanisms – no central college policy. Teaching staff are using ad-hoc basic free software online. There is no practical training available for students.

Note, additionally:

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

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

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

Twenty students per intake (note: two intakes per year, i.e. October and February) are expected to be enrolled in this BA programme. At present, the Diploma in Travel and Tourism Administration primarily attracts international students, who account for over 60% of the entire cohort. International students originate primarily 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 set by the methodology of the program's individual programmes, and are updated regularly. | X |   |   |   |   |

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

The curriculum is outdated and does not address contemporary challenges in the travel and tourism industry. Modules such as "English and American Literature" and "Presentation Skills" are less relevant than other essential subject areas. There is a serious lack of contemporary tourism consumer related topics. There is a high number of modules that are generic and not contextualized. "Presentation Skills" should not be a credit-bearing module, it ought to be replaced as a workshop.

There is only one textbook provided for most of the modules and typically the textbook is more than a decade old. There is a total lack of journal articles. They should be use to provide currency and intellectual stimulation.

| 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.  | X |   |   |   |   |
| 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.  |   |   |   |   |   |
| 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.   |  |  |   |  |  |
| 1.3.11  | The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study. |  |  | X |  |  |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The panel was concerned about the fact that very few members of the teaching staff are active in research. Existing staff should be supported to develop their tourism related expertise (staff development) and to commence their research journey.</p> |   |  |  |   |  |  |

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

| 2.1   | <b>Purpose and Objectives and learning outcomes of the Program of Study</b>  | 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.      |   |   |   |   |   |
| 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 |   |   |   |

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

The panel was concerned with the currency of the program and the expertise of the existing staff to deliver such a specialized curriculum. Inadequate and dated resources will mean that students will be disadvantaged and will be unable to achieve their full potential. The apparent lack of any practical engagement with industry will also prevent students from engaging with the industry and developing innovative solutions.

| 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.

The panel felt that there were several inconsistencies with the BA programme with only one-third of the modules explicitly dedicated to tourism studies. This is too low a proportion to meet the proposed objectives of the BA programme. There are some inconsistencies as far as the ECTS allocation is concerned, with "Presentation Skills" having the same ECTS credits as the "Applied Management Project".

Some modules should be delivered earlier in the curriculum, such as “Research Methods in Tourism” to better equip students with the necessary knowledge and analytical toolkits.

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 panel would encourage the teaching team to develop greater ownership of the curriculum and to address the emerging quality assurance issues.

| 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   | 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 |   |

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

The panel was satisfied that effective management of the program of study was applied.

In the case of practical training, note:

- 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 homecountry of the institution which awards the higher education qualification

n/a

| 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 |   |   |   |

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

The curriculum has not kept up with developments in the travel trade.

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.

The proposed programme falls short of meeting the standards expected from 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 information regarding engagement with industry and society in general. Practical training is not part of the programme. Having said that, the students that the panel met were somewhat positive of their studies.

| 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.        |   | 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 |   |   |   |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Panel acknowledges and welcomes the establishment of Aristotelis Research Centre by the College. Nonetheless, this has so far proved unable to instigate and infuse a research culture. In fact, the panel felt there is insufficient awareness among members of academic staff regarding the importance of research and how this should be related to curriculum currency and innovation. Most members of staff qualified at a MSc level do not currently engage in research activity.</p> |   |   |   |   |   |   |

| <b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>                                  |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>4.1</b>   | <b>Administrative Mechanisms</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 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. |  |          |          |          |          |          |
| <b>4.2</b>   | <b>Infrastructure / Support</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 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 panel discovered that the library has up-to-date learning material that was not reflected on the list of recommended reading and references. Although the library has access to journal articles, 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.

| 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 |   |   |

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

There was insufficient information on the financial resources available and the feasibility study was inadequate to provide explicit data on the future cash flow and viability of the BA programme in Larnaca.

**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.   |   |   |   |   |   |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p><br><br><br><br><br><br><br><br><br><br><p>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.</p> |  |   |   |   |   |   |

## 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 academic staff need to be engaged in research and knowledge creation.
- A minimum of one more members of staff specialized in tourism and travel at a PhD level is required to be able to run the programme at adequate level;
- These staff as well as existing staff need to be research active and publish in international academic journals as indicated in the Association Business Schools (ABS) list
- Existing staff should be developed to understand the requirements of the tourism industry and contextualise their teaching accordingly
- Business/Management generalists need to be trained to understand the tourism industry global challenges and incorporate them into their teaching;
- A clear human resources management strategy is required to ensure that sufficient resources are allocated, especially since modules will run twice a year to cover the September and February intake.

### PROGRAMME STRUCTURE

- Enrich generic management modules with tourism content and context;
- All modules should modernize content, update reading lists and include journal articles;
- Recommendation is made to provide a comprehensive up-to-date list of references for each module and include journal articles;
- Programme needs rethinking to bring skills modules earlier and support intellectual development;
- Modules such as “Presentation Skills” and “English and American Literature” could be eliminated or become electives and/or delivered in workshop mode. Likewise, it is suggested that “Tourism Sociology” should become a core module;



- “Research Methods in Tourism” module may be delivered earlier in the programme.
- Prerequisites need to be defined and clarified (for example can someone do Statistics II if they have failed Statistics I?)
- Expand the provision on demand and consumer tourism behaviour related modules;
- Industry engagement in the programme delivery will be beneficial;
- The prospect of a year placement or a series of summer placement should be explored;
- Languages training delivery should be specialized in tourism and travel communication and interaction;

#### INDUSTRY ENGAGEMENT AND PROFESSIONAL PRACTICE

- A comprehensive programme of guest speakers, industrial visits, practice and placements should be explicit and further developed;
- Academics should be seconded to industry for a period to understand modern challenges and required skills;
- The programme should develop a comprehensive set of industry experience and placement initiatives.

#### RECRUITMENT

- Comprehensive feasibility study and recruitment strategy is required;
- The profile of academic staff needs to be better considered from a sectoral (i.e. travel and tourism) point of view.

#### RESOURCES

- More resources are required in the library;
- A VPN facilities for the students to remotely access library resources out of hours is required
- Staff should be developed to access sector specific resources.

## ASSESSMENT

- Comprehensive assessment strategy is required to take advantage of modern assessment methodologies;
- Each module leader needs to consider the best way to assess their module and innovation in assessment methods should be encouraged;
- Group work strategy is required;
- The opportunity to use real industry engagement as part of assessment should be actively explored;
- Plagiarism detection software should become core to the assessment and processes should be developed and centralised at the college level.
- 

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

|                               |
|-------------------------------|
| <b>Name:</b>                  |
| Prof. Dr Dimitrios Buhalis    |
| Prof Dr Andreas Papatheodorou |
| Associate Prof Dr Wai Mun Lim |
| Flourentzos Christoforou      |
|                               |

Date: 1 July 2017