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FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.1.1

Date: 29/01/2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
  College of Tourism and Hotel Management

- **Town:** Nicosia

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

- **Department/ Sector:** n/a

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

  In Greek:

  Ανώτερο Δίπλωμα στην Ξενοδοχειακή Διοίκηση (3 χρόνια, με προαιρετικά έναν επιπρόσθετο χρόνο για μαθήματα αγγλικής γλώσσας), 180 ΠΜ

  In English:

  Higher Diploma in Hotel Administration (3 years, plus an optional foundation year), 180 ECTS

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

- **Programme's status**
  New programme: No
  Currently operating: Yes

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (henceforth EEC) examined the documentation of the Higher Diploma in Hotel Administration (3 Years, Plus an Optional Foundation Year, 180 ECTS) offered at the College of Tourism and Hotel Management (henceforth College). Academic members of the EEC held a first meeting and discussed the documentation on Sunday 26th of January 2020 at Landmark Hotel in Nicosia. Following that, academic members of the EEC and Ms Varvara Georgiou, the CUT student, met with Dr Lefkios Neofytou, the CYQAA official at the premises of the College on Monday 27th of January 2020 in the morning. This meeting was followed by a day visit at the College. While being there, a meeting with the academic management team of the College explained the College's strategy and standing, the curriculum as well as other issues in further detail. Meetings were also arranged with academic and administrative staff to better understand their involvement in the design of the programme. Another meeting with two students from related programmes offered at the College took place to get feedback concerning their experience, satisfaction and aspirations. Finally, the EEC visited the premises of the College resources, class infrastructure, computer centre, library, online and recreational facilities.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Dr Andreas Papatheodorou	Chairperson	University of the Aegean, Greece
Associate Professor Dr Wai Mun Lim	Member	University of Plymouth, United Kingdom
Dr Ioannis Pantelidis, Director	Member	University of Brighton, United Kingdom
Ms Varvara Georgiou	Student Representative	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) standards which are relevant to the European Standards and Guidelines (ESG)
  (b) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  1 or 2:   Non-compliant
  3:   Partially compliant
  4 or 5:   Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ***The report may also address other issues which the EEC finds relevant.***

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1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
  - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

You may also consider the following questions:
- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of practical training in the study programme (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
1.	**Study programme and study programme's design and development**	
1.1	Academic oversight of the programme design is ensured.	4
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	5
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	4
1.3.2	The programme webpage information and material	4
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	4
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	4
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	3
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4

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1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4
1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
	1.8.1 The number of courses	5
	1.8.2 The programme's content	4
	1.8.3 The methods of assessment	4
	1.8.4 The teaching material	4
	1.8.5 The equipment	4
	1.8.6 The balance between theory and practice	3
	1.8.7 The research orientation of the programme	4
	1.8.8 The quality of students' assignments	4
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	4
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	4
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	3
1.12	New research results are embodied in the content of the programme of study.	4
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	3
1.14	Students' command of the language of instruction is appropriate.	4
1.15	The programme 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.	4
1.16	The learning outcomes and the content of the courses are consistent.	4
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	4
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	4

1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	4
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	4
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	4
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	4
1.23	The admission requirements are appropriate.	4
1.24	Sufficient information relating to the programme of study is posted publicly.	4
1.25	The teaching methodology is suitable for teaching in higher education.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

A module in relation to technology use by consumers and/or technology adoption/ implementation by businesses is lacking from the current curriculum. The Foundation programme consists of five (5) compulsory modules that focus solely on English, i.e. additional modules should be offered to specifically prepare students for the first year of the Higher Diploma in Hotel Administration.

Provide information on:

1. Employability records

The management team emphasised their sustained relationship with the local hotel industry, ensuring the success of student placement opportunities and employability. The College organises visits to hotels and seminars with distinguished guest speakers to augment the student learning experience.

2. Pass rate per course/semester

The pass rate per module per semester appears to range between 60% and 70% for the programme.

3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

Assessments in the programme follow a traditional approach with a robust combination of final exams, presentations, practical assessments and coursework. As the degree is on administration/management, it is

advised that presentation skills should be explicitly evaluated and assessed as much as possible. The number of credits attached to each module is standard. Attendance and class participation are also taken into consideration.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Higher Diploma programme in Hotel Administration targets students with a Higher Secondary diploma aiming to develop a career in the hotel sector. The programme is positioned as a good opportunity for students to prepare for employment and development in Hotel Administration and general service industries, by equipping students with a range of skills and knowledge. This is anticipated to support the enhancement of skills and techniques, personal qualities and attributes pertinent to a successful career in the hotel sector. The aims and objectives of the programme therefore, enable students to develop their skills and increase their career prospects.

During the evaluation meeting, the management team of the College provided an overview of the institution in general and the programme structure of the Higher Diploma in Hotel Administration. It appears that teaching work is organised efficiently based on widely accepted ECTS-related workload standards. The two students interviewed were satisfied with the provision of the College. An effective administrative structure supports the delivery of the programme. Teaching staff were passionate about their subject expertise and were reflective of their teaching methods.

There is sufficient hotel-related expertise in the team for the programme but limited research output in highly respected tourism and hospitality journals. It is also evident that several members of staff are tourism and hospitality academic specialists and have relevant background studies. Some members of the teaching team have a good insight of the hotel sector and they are involved in the industry and other related activities. The teaching staff were able to contribute to the preparation of module documentation and learning outcomes.

Quality assurance has been documented from an internal point of view to a satisfactory degree. An internal committee meets regularly to discuss quality assurance issues and intervene when this is deemed appropriate. Processes for identifying academic fraud appear to be robustly documented in the College's Quality Assurance Handbook. It appears that the practice of detecting academic fraud is less well-defined, as students are submitting their assignments via email to their tutors on an ad-hoc basis, and tutors use only open-access plagiarism software.

The three-year Higher Diploma in Hotel Administration was primarily designed by the senior academic management team based on consultation with both internal and external stakeholders. Teaching members of staff are also welcomed to become involved in the process at a module delivery stage and effectively deal with any emerging issues.

The study programme is current and consistent with developments in the industry and its content and objectives align with each other. Networking with local travel and leisure companies is in place to provide students with internship opportunities.

The documentation provides comprehensive guidance to the programme proposed. The programme follows a mainstream approach to teaching Hotel Administration. It offers a portfolio of practical skills and administrative learning with modules in the field of Hotel Administration. There are twenty six (26) compulsory modules accounting for 156 ECTS and a choice of four (4) elective modules out of a total fourteen (14) accounting for twenty-four (24) ECTS. Only one (1) elective module specializes in hospitality and tourism while the rest relate to general business

skills and languages. Students are offered the option to select 'practical training' (industrial placement) for an additional twelve (12) ECTS.

Like other programmes currently offered by the College, the programme is expected to predominantly attract international students interested in pursuing a mid-level supervisory career in hotels. The only two (2) students interviewed by the EEC were international (specifically from India and Bangladesh) and had expressed their satisfaction from the academic delivery and support services of the College.

While this programme of study is currently registered, it is not accredited. Information in relation to the programme is currently available on the College's website https://www.cothm.ac.cy/pos-ft-ha.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The College has a comprehensive Quality Assurance Regulations Handbook and Student Handbook across the programmes offered. The Higher Diploma in Hotel Administration programme includes fundamental academic and practical modules to help students prepare for the real world. This is a topical programme as Cyprus has a vibrant hotel sector that is actively seeking to recruit new staff. Active collaborations with the local hotel industry facilitate the enrichment of the programme; such opportunities for continued engagement were also encouraged during the evaluation meeting.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Electives are only offered in the first four semesters of the programme; the EEC panel recommends that the College should consider introducing electives towards the end of the of the programme, as students advance in their academic and practical learning. The majority of textbooks suggested for the modules are appropriate and sufficiently current; nonetheless, relevant hotel academic journal articles should be included in the outlines of hospitality modules. The EEC, therefore, recommends that:

a) the provision of hospitality and tourism-related elective modules should be expanded at the expense of language modules ECTS-wise; otherwise, the College may consider offering languages that reflect business demands (largest guest arrivals) in the hotel sector, e.g Russian, Arabic or Mandarin;

b) the College considers introducing at least one compulsory module in relation to hospitality technology to ensure that students of this programme are knowledgeable about the current and future trends in the sector;

c) referencing skills and academic writing become integrated in the modules 'The technique of writing and language studies I and II';

d) the College should develop a clearer module descriptor for the optional Practical Training/Industrial Placement (to distinguish it among others from the related module descriptor in the BA in Hospitality Management programme), in order to provide students and assessors with its purpose, objectives, learning outcomes and assessment requirements to successfully attain the 12 ECTS (at present, these appear to be awarded on an ad-hoc basis);

e) the College develops a Programme Handbook describing the programme's curricular and expected learning outcomes for the students. This would provide staff with an overview of the programme's implementation.

Please select what is appropriate for the following assessment area:

Assessment Area	*Non-compliant/ Partially Compliant/Compliant*
Study programme and study programme's design and development	Compliant

2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- *Are students actively involved in research? How is student involvement in research set up?*
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria	1 - 5
2. **Teaching, learning and student assessment**	
2.1 The actual/expected number of students in each class allows for constructive teaching and communication.	5
2.2 The actual/expected number of students in each class compares positively to the current international standards and/or practices.	4
2.3 There is an adequate policy for regular and effective communication with students.	5
2.4 The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	5

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2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	5
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	4
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	5
2.10	It is ensured that teaching and learning are continuously enriched by research.	3
2.11	The programme promotes students' research skills and inquiry learning.	4
2.12	Students are adequately trained in the research process.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The relatively small size of cohorts allows for a good balance of student to classroom ratio with often small class sizes that enable great communication between teachers and students. The Edmodo online platform facilitates asychronous direct communication outside the classroom between students and teachers. Invited speakers enhance the learning experences of students. Teaching textbooks seem up to date with a considerale investment in textbooks and the EBSCO subscription enables good access to a good online journal database.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

1. Staff appear to be knowledgable about the adopted virtual learning environment.

2. Internal monitoring of the programme is done through the Internal Quality Assurance Committee which meets three times a year to monitor and review programmes on offer.

3. The proposed programme equips the students with the critical thinking and research skills required by students of a Higher Diploma in Hotel Administration.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The EEC like to commend staff members of the College for the support that they offer to students with extra seminars and activities that enhance their learning opportunities, as well as the friendly approach towards students and any personal issues students may have.

The teaching rooms are of appropriate size and there is flexibility in the way they can be configured. All teaching rooms appear to be well equipped with projectors and all have wifi capabilities.

Learning and other module-related materials are made available to students in advance via Edmodo, i.e. an online platform which is also available as a mobile application. The EEC encourages the lecturers to upload their materials well in advance to assist students with learning difficulties such as dyslexia.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. More emphasis should be placed on research by developing research-based formative and summative assessments throughout the programme but more specifically in the third year of study;

2. Academic journal articles should be included in the module list of references to better inform the curriculum about the latest research developments in the fields of hospitality especially on the final year of study.

3. A peer review system, a formal mentoring system for less experienced academics (by more experienced ones) and the sharing of best practise are also recommended.

4. A system of internal moderation or second marking needs to be implemented.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
Teaching, learning and student assessment	Compliant

3. Teaching Staff

(ESG 1.5)

Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria		1 - 5
3.	**Teaching Staff**	
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	4
	3.2.2 Research and publications within the discipline	3
	3.2.3 Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	n/a
3.4	The specialisations of visiting professors adequately support the programme of study.	n/a
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	4
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	4
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	4
3.8	The teaching load allows for the conduct of research and contribution to society.	3
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	3
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	2
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	4
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Deficiencies predominantly relate to the lack of a research culture within the College in spite of the fact that the latter co-publishes Tourism Today, i.e. an international peer-reviewed academic journal. Some of the members of the teaching staff participate in the Erasmus+ mobility programme but otherwise are offered limited opportunities for personal and professional development; moreover, engaging into research also proves difficult.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

Based on the documentation provided by the College, nineteen (19) members of staff are involved in teaching the programme's modules; eleven (11) work on a full-time (FT) basis delivering 131 periods per week (i.e. 75.72% out of the total 173 available), while the other eight (8) work on a part-time (PT) basis delivering 42 periods per week (i.e. 24.28% out of the total 173 available). As a result, the requirement for special (i.e. part-time) teaching staff to teach less than 30% of the curriculum (in periods per week) is met.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Based on the documentation provided by the College, almost all members of teaching staff hold Masters degrees and a limited number also hold a Doctorate degree (PhD or DBA). In other words, they all teach at a level which is at least one lower than their qualifications; thus, no compliance issues are raised.

During the onsite visit, the EEC had the opportunity to meet the following ten (10) teaching members of staff involved in the delivery of the Programme (specialization and type of occupation in parenthesis):

Mr Adamides Constantinos (Computer Science, FT)

Mr Christoforou Andreas, Programme Coordinator for the 4-year BA in Hospitality Management (Hotel Management/Business Administration, FT)

Ms Dede Erasmia (English Language, FT)

Dr Hadjigeorgiou Sotiris (Hospitality Management/Culinary Arts/Human Resources, FT)

Ms Hadjistylli Andria, Academic Director and Programme Coordinator for the 3-year Higher Diploma in Hotel Administration (Business Administration/Hospitality Management, FT)

Ms Kokhanets Anna (Hospitality Management/International Relations, FT)

Mr Koumeras Ioannis (Accounting, PT)

Ms Kyriacou Maria (French Language, FT)

Ms Michael Georgina (English Language, FT)

Ms Panayiotou Sofronia (Modern Greek Studies, PT)

During the discussion with the abovementioned individuals it emerged that a good number of members of teaching staff were recruited in 2019. The rapport between the management/ownership of the College and the members of teaching staff as well as between the latter and the students seems to be very good. Having said that, several

members of teaching staff noted that the level of students is rather low, which makes motivation admittedly difficult. It was mentioned that the average class size across the College is about twenty (20) students. Staff are formally evaluated by the students based on a semi-structured questionnaire where Likert scales are extensively used to facilitate quantitative analysis of the results by the Programme Coordinator - no particular problems and/or concerns were reported.

Teaching members of staff commended the existence of a friendly family environment within the College, which expedites decision-making in a rather informal setting. Nonetheless, they acknowledged that opportunities for personal and professional development within the College are limited altough they did mention that they take occasionally advantage of the exposure offered by the Erasmus+ staff mobility programme. Very few of the members of teaching staff are research active and only to a very limited degree; this is not expected to change at least in the near future. The teaching staff also mentioned that they were able to contribute to the preparation of module documentation and learning outcomes; thus, they took ownership of the curriculum.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The existing staff qualifications and experience are diversified within the hotel sector which are essential assets to the programme. There are clear procedures in place for the evaluation of teaching and module delivery. Moreover, the EEC welcomes the academic partnerships developed by the College within the Erasmus+ framework.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

All staff should become more actively involved in research to understand the evolving requirements of the hotel sector and contextualise their teaching accordingly. Moreover, the EEC encourages the College to invite recognised visiting teaching staff from HEIs in Cyprus and abroad to contribute to the success of the programme. The administrative structure of the College suggests a post for a Research Director however this post is currently covered by the owner of the College on a transitory basis. The EEC recommends the identification by the College of a senior academic to act as research mentor to staff until the Research Director's post is filled again.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
Teaching Staff	Compliant

4. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria		1 - 5
4.	**Students**	
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	5
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	4
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	4
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	4

4.9	Students are satisfied with their learning experiences.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The numerical scores represent the evidence provided in the documentation as well as interviews with two student representatives. Students Mr Rubel Mahmud and Mr Simsanjeet Singh were interviewed. Both read for programmes related to travel, tourism and hospitality. Both students expressed satisfaction with their studies and overall student life at the College. There are no deficiencies identified although improvements can be made as specified in the section entitled "areas of improvement and recommendations". Overall, the programme experienced a decline in its student numbers between 2017 and 2019, i.e. 31.45% reduction from 2017 (124 students) to 2018 (85 students) and 51.76% reduction from 2018 to 2019 (41 students). Still, this remains a healthy and financially sustainable programme, which enables a good learning and teaching environment.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The College has a long history of course delivery and as such draws from experience. The College recruits financially sustainable cohorts which allow for cohort identity within the Higher Diploma for Hotel Aministration programme. Regulations regarding student admission are clear and published. Progression and certification policies and procedures are clearly in place. The implementation of student related policies appears transparent and is implemented in a consistent manner. Student key performance indicators including student satisfaction are monitored and analysed with some recent improvement in the analysis. There is evidence of an appeals procedure in the student handbook but this reads rather vague with no clarity as to when a student has a valid appeal case and no clarity of how the appeal can be escalated. This flexibility may facilitate an effective approach due to the size of the College but it does require attention. Special needs (in terms of student learning and mobility difficulties) are considered but this currently seems to be done on an ad hoc basis with no specific mention of the existing mechanisms in the student handbook.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The College appears to have a friendly and student focused atmosphere thanks to its size.

The College has extensive experience in managing different academic and professional programmes.

There is a good number of staff that have remained with the College for a number of years to carry forward past expertise.

The admission requirements for the programme are clearly communicated to potential applicants.

The students' prior preparation/education background is assessed.

The College provides students with personalized counselling and other services, especially in the case of international students.

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The College organizes professional meetings, workshops seminars and career fairs to strengthen both the academic exposure and the employability prospects of its students.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. The EEC notes some recent improvement in the analysis of student satisfaction, however an area of possible improvement would be the analysis and comparison of data from one cohort to the next at both module and programme level. This would allow the members of teaching staff to better understand if they are improving from one year to the next. It was not clear how student satisfaction evaluation results are communicated to teaching staff. It seemed that communication only happens when issues arise but it is important that teaching staff have a view of student satisfaction in a more consistent and formal manner.

2. The appeals procedure in the student handbook needs to make it clear what type of appeals would be considered and what happens if there is a conflict with a module where the module leader is also the Programme Coordinator.

3. A student support and Special needs section should be more clearly communicated in the student handbook.

4. The student evaluation form can be simplified in its current sections (there are 11 questions about the lecturer which could easily be merged into 3-4 questions) and an extra section can be added to measure student satisfaction with the resources (library/teaching rooms/F&B lab).

5. As the College seems to be attracting predominantly international students, it is recommended to consider alternative programes beyond the Erasmus mobility (such as the US Study Abroad). This should provide opportunities for international (i.e. non-EU) students as well.

Please select what is appropriate for the following assessment area:

Assessment Area	*Non-compliant/ Partially Compliant/Compliant*
Students	Compliant

5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
  Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

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Quality indicators/criteria		1 - 5
5.	**Resources**	
5.1	Adequate and modern learning resources are available to the students.	4
5.2	The library includes the latest books and material that support the programme.	5
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	4
5.5	Student welfare services are of high quality.	4
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	3
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The size of the key training facilities requires improvement based on the number of students on the programme. This is noted in the Areas of improvement and recommendations below.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

In general the College provides adequate and readily accessible resources for the delivery of the Higher Diploma in Hotel Administration programme. The teaching and learning facilities, teaching aids and equipment are generally

adequate and student friendly (subject to comments made below) but also generally compliant with the requirements of people with reduced mobility. Human resources are also satisfactory from both an academic and administration point of view.

The EEC notes that the College adopted the Edmodo platform for teaching and learning purposes, however it appears that the basic functionality of the platform is inadequate/limited. For example, the online submission of student assignments was not enabled, and the platform's inability to capture the digital footprint of the students engaging with the module on the platform should also be noted.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Interviewed academic and administrative staff were mostly enthusiastic and supportive of the College. They were positive of the College's growth trajectory and its ability to cater for the welfare of the students and their learning experience. The College subscribes to EBSCO and has updated textbooks in its library.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

In particular, the EEC believes that there is room for improvement with respect to the kitchen training facility. This is located in the basement of the College premises and while it has been approved for operation by the Cyprus Fire Service, the EEC notes that the kitchen has limited space for the efficient training of more than eight (8) students. The same issue applies to the guest room mock-up, as there is limited area for more than six (6) students. The EEC recommends that modules requiring the use of the above mentioned facilities would have to repeat the sessions, with smaller groups of students to ensure compliance with health and safety regulations.

At the College, there are a total of 19 computers for the use of students across all of its programmes. The ratio of computers to students at the college could be improved.

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
Resources	Compliant

6. Additional for distance learning programmes

(ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study***.
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
6.	**Additional for distance learning programmes**	
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	NA
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	NA
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	NA
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	NA
6.5	The institution safeguards and assesses the interaction:	
	6.5.1 Among students	NA
	6.5.2 Between students and teaching staff	NA
	6.5.3 Between students and study guides/material of study	NA
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	NA
6.7	Research background and experience of the teaching staff is adequate.	NA
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	NA
6.9	Student performance monitoring mechanisms are satisfactory.	NA
6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	NA

6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	NA
6.12	Assessment consistency is ensured.	NA
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	NA
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	NA
6.15	The supporting infrastructures are easily accessible.	NA
6.16	Students are informed and trained with regards to the available educational infrastructure.	NA
6.17	Procedures for systematic control and improvement of the supportive services are set.	NA
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	NA
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	NA
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	NA
6.21	Students' weekly assignments are appropriate for the level of the programme.	NA
6.22	Feedback on students' assignments is regular through concrete and published procedures.	NA
6.23	The quality of students' final exams is ensured and evidenced.	NA
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	NA

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

NA

Provide information on the following:
1. **Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

NA

2. Student-centered teaching and learning

NA

3. Training, guidance and support provided to the teaching staff

NA

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

NA

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

NA

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

NA

Please select what is appropriate for the following assessment area:

Assessment Area	*Non-compliant/ Partially Compliant/Compliant*
Additional for distance learning programmes	NA

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7. Additional for doctoral programmes

(ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - o *the stages of completion*
    - o *the minimum and maximum time of completing the programme*
    - o *the examinations*
    - o *the procedures for supporting and accepting the student's proposal*
    - o *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - o *the chapters that are contained*
    - o *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - o *the minimum word limit*
    - o *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - o *regular meetings*
    - o *reports per semester and feedback from supervisors*
    - o *support for writing research papers*
    - o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:         Partially compliant

4 or 5:   Compliant

Quality indicators/criteria		1 - 5
7.	**Additional for doctoral programmes**	
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	NA
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	NA
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	NA
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	NA
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	NA
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	NA
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	NA
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	NA
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	NA
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	NA
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	NA
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	NA

| 7.13 | There is a clear policy on authorship and intellectual property. | NA |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

NA

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

NA

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

NA

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

NA

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
Additional for doctoral programmes	NA

8. Additional for joint programmes

(ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
8.	**Additional for joint programmes**	
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	NA
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	NA
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	NA
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	NA
8.5	The joint study programme is based on the needs of the target group and of the labour market.	NA
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	NA
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	NA
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	NA
8.9	The partner universities ensure the economic sustainability of the joint study programme.	NA
8.10	The degree awarded is justified by:	
8.10.1	The learning outcomes	NA
8.10.2	The collaboration between/among the institutions delivering the programme	NA
8.11	The jointness of the programme development is effective.	NA

8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	NA

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

NA

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

NA

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

NA

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

NA

Please select what is appropriate for the following assessment area:

Assessment Area	Non-compliant/ Partially Compliant/Compliant
Additional for joint programmes	NA

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

In conclusion, the Higher Diploma in Hotel Administration programme aims to provide students with an appreciation of issues associated with the administrative and organisational aspects of running a hotel. More specifically, the programme aims to help students develop a range of skills and personal attributes to ensure that they are able to make an immediate contribution to the sector upon graduation; to equip graduates with a robust academic, practical, and professional background for academic and/or career advancement; to provide students with a foundation of presentation skills, human resource management, accounting and financial administration, and to help students develop capacities in critical thinking and enhance their practical and administrative skills. The learning outcomes of the individual modules are well-structured and balanced. Nonetheless, the existing suite of elective language modules could be re-considered to include languages that are widely spoken amongst incoming guests (e.g. Russian, Arabic or Mandarin). Sufficient context and requirements have been incorporated into the design of the programme curriculum, although the EEC recommends that a module in relation to technology use by consumers and businesses should be developed. Further suggestions include the (i) enhancement of the content within the modules 'The technique of writing and language studies I and II' and (ii) the development of a clearer module descriptor for the optional Practical Training/Industrial Placement component that attracts a substantial award of twelve (12) ECTS. The modules' list of references/bibliography should include journal articles with contemporary cases, issues and topics.

The College provided enough information for the EEC to attain a comprehensive picture of the assessment strategy. Assessment approaches appear traditional - in most cases, with presentations, practical assessments, tests, attendance and final exams. There is no explicit reference to group work strategy. There is no mention of any formative assessment strategies. The number of credits attached to each module is standard. There is some evidence of relevant research activity among a small number of academic staff, who engage in research activities with modest publication or other related outputs. Publications by members of academic staff in the areas of hotel administration should be actively encouraged by the College to better inform the curriculum and contextualise teaching.

With the above in mind, the EEC concludes that the programme is largely compliant with the required standards within each of the pillars discussed in this report. The EEC's recommendations are meant to be constructive and to build on the foundations of the programme to ensure conformity with minor amendments/changes. The EEC is of the opinion that its recommendations are feasible and achievable so as to enhance both the student experience/ employability and the quality of the programme.

E. Signatures of the EEC

Name	Signature
Professor Dr Andreas Papatheodorou	
Associate Professor Dr Wai Mun Lim	
Dr Ioannis Pantelidis, Director	
Ms Varvara Georgiou, Student Representative	
Click to enter Name	
Click to enter Name	

Date: 29/01/2020