

Doc. 300.1.3

Date: *Date*

Feedback Report from EEC Experts

- **Higher Education Institution:**
COLLEGE OF TOURISM AND HOTEL MANAGEMENT
- **Town:** Nicosia
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of study under evaluation**
Name (Duration, ECTS, Cycle)

In Greek:

ΠΤΥΧΙΟ ΣΤΗΝ ΔΙΟΙΚΗΣΗ ΞΕΝΟΔΟΧΕΙΑΚΩΝ (4 ΧΡΟΝΙΑ ΜΕ ΠΡΟΑΙΡΕΤΙΚΑ
ΕΝΑΝ ΕΠΙΠΡΟΣΘΕΤΟ ΧΡΟΝΟ ΓΙΑ ΜΑΘΗΜΑΤΑ ΑΓΓΛΙΚΗΣ ΓΛΩΣΣΑΣ), 240
ΠΜ

In English:

BACHELOR OF ARTS IN HOSPITALITY MANAGEMENT (4YEARS, PLUS AN
OPTIONAL FOUNDATION YEAR) 240 ECTS

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating

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.

External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dr Andreas Papatheodorou	Chair	University of the Aegean, Greece
Dr Ioannis S. Pantelidis	Member	University of Brighton, UK
Dr Wai Lim Mun	Member	University of Plymouth UK
Ms Varvara Georgiou	Member, Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

B.



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1.

Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9) **EEC's comments on the external evaluation report**

1. 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 BA

Programme in Hospitality Management.

2. 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 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.

3. There is sufficient hospitality expertise in the teaching team but limited research output in highly respected tourism and hospitality journals.

4. 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.

5. Students are offered the option to select 'practical training' for an additional eighteen (18) ECTS. 6. The intended learning outcomes (page 9 of the main application for evaluation document) of the four-year BA programme in Hospitality Management are identical to the learning outcomes of the three-year Higher Diploma programme in Hotel Administration. Although the distinction between the two programmes is made clear in the programme's purpose and objectives, it is strongly suggested that one or two learning outcomes are added to clearly differentiate what students learn upon completion of the BA programme, in addition to what has already been gained in the three-year 180 ECTS Higher Diploma..

7. 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 hospitality academic journal articles should be included in the outlines of hospitality modules. The EEC, therefore, recommends that: a) the provision of hospitality 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 Higher Diploma in Hotel Administration programme), in order to provide students and assessors with its purpose, objectives, learning outcomes and assessment requirements to successfully attain the 18 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.

HEI's response

1. TECHNOLOGY USE BY CONSUMERS MODULE: THE TECHNOLOGY USE BY CONSUMERS AND/OR TECHNOLOGY ADOPTION/IMPLEMENTATION BY BUSINESSES IS ADDED AS A SEPARATE MODULE NAMED HOSPITALITY

TECHNOLOGIES AND INNOVATION IN 6 SEMESTER. ATTACHMENT NO 1. WE HAVE MODULES WHICH CAN BE INCORPORATED INTO THE FOUNDATION COURSE IF WE HAVE TO. SUCH COURSES NEED A TOTAL OF AT LEAST 26 WEEKS. WE KNOW THE LEVEL OF ENGLISH OF OUR STUDENTS WHICH ARE PLACED IN THE FOUNDATION PROGRAMME. WE ARE CONFIDENT THAT THEY WILL NOT COPE WITH MODULES OTHER THAN THE ENGLISH LANGUAGE. WE STRONGLY BELIEVE THAT THE CHANGE WILL NOT HELP STUDENTS BUT IT WILL WORK AGAINST THEIR POSSIBILITIES TO PASS THE FOUNDATION EXAMS. AT PRESENT WE OFFER 25 HOUR PER WEEK. IF WE OFFER TWO NEW MODULES WE WILL REDUCE THE ENGLISH HOURS TO 19. PLEASE NOTE THAT STUDENTS WHO FAIL THE FOUNDATION EXAMS HAVE TO TERMINATE THEIR STUDIES AND TO RETURN TO THEIR COUNTRY, ACCORDING TO THE DECISION OF THE COUNCIL OF MINISTERS. THEREFORE WE ARE KINDLY REQUESTING THE EEC MEMBERS TO ALLOW THE COLLEGE TO CONTINUE WITH THE EXISTING FOUNDATION PROGRAMME.

2. PRESENTATION SKILLS: THE INTERNAL QUALITY ASSURANCE COMMITTEE (IQAC) HAS ADDED THE PRESENTATION SKILLS IN A NUMBER OF MODULES . YOU WILL FIND ALL DETAILS IN THE MODULE CODE AT THE PAGE INDICATED OF

THE REVISED APPLICATION RESUBMITTED NOW. ATTACHMENT NO 2.

3. RESEARCH: THE POSITION OF THE RESEARCH DIRECTOR WAS VACANT FOR SOME TIME NOW.THE IQAC SUGGESTED AND THE DIRECTOR AGRRD TO APPOINT NOW DR.ROXANA MICHELIDES, AS THE DIRECTOR OF RESEARCH. ATTACHMENT NO. 3.DR ROXANA TOGETHER WITH MRS ANDRIA HADJISTYLLI HAVE STARTED A RESEARCH PROJECT NAMED " CONTINUING EDUCATION OF LOCAL COMMUNITIES IN HOSPITALITY INDUSTRY ". FURTHERMORE DR.PANTELIS MITSIS IS CURRENTLY RUNNING A RESEARCH PROJECT NAMED " DO DIFFERENCES IN HOTEL ROOMS' PRICES REFLECT THE DIFFERENCES IN QUALITY CHARACTERISTICS RECORDED IN TRAVEL WBSITES?"DR ANDREAS SIAMAROS HAS PROPOSED TO THE COLLEGE TO START A RESEARCH PROJECT NAMED " A CASE STUDY FOR A GENERIC 5G E-BUSINESS MODEL FOR SUSTAINABILITY DEVELOPMENT IN A SMART HOTEL" FOR WHICH THERE IS DISCUSSION WITH THE RESEARCH COMMITTEE.FURTHERMORE WE MUST MENTION HERE THAT A NUMBER OF OUR STAFF NAMEDLY ANDREAS CHRISTOFOROU AND ANDRIA HADJISTYLLI ARE MEMBERS OF THE REVIEW COMMITTEE OF THE ACADEMIC JOURNAL TOURISM TODAY WHICH IS ISSUED BY THE COLLEGE TOGETHER WITH THE STATE BALL UNIVERSITY OF THE UNITED STATES FOR THE LAST EIGHTEEN YEARS ALMOST. YOU CAN FIND DETAILS OF THE JOURNAL AT THE WEBSITE OF THE JOURNAL WWW.TOURISMTODAY.COMFINALLY WE MUST THANK LECTURERS FOR PARTICIPATING AT THE PREPARATION OF MODULE DOCUMENTATION AND LEARNING OUTCOMES.

4. PLAGIARISM: THE COLLEGE IS USING THE OPEN-ACCESS PLAGIARISM TOOLS FOR THE LAST FEW NUMBER OF YEARS, AND THE LECTURERS FIND IT TO BE VERY EFFECTIVE. THE ISSUE WAS DISCUSSED AT THE IQA COMMITTEE AND THE COMMITTEE HAS DECIDED THAT ALTHOUGH THERE IS NO NEED TO CHANGE IT, WE HAVE SIGNED CONTRACT WITH PLAGIARISM DEDECTOR COMPANY TO USE THEIR ROGRAM IN ADDITION TO THE EXISTING ONES. AT/MENT NO. 4. 5. PRACTICAL TRAINING: THE PRACTICAL TRAINING IS OPTIONAL TO FACILITATE THE GRADUATION OF STUDENTS WHO CANNOT SECURE EMPLOYMENT DURING SUMMER. THE MINISTRY OF EDUCATION HAS INSTRUCTED COLLEGES TO HAVE IT AS OPTIONAL. EVERY EFFORT IS DONE BY THE COLLEGE TO SECURE FOR THE STUDENTS PRACTICAL TRAINING.. 6. THE INTENDED LEARNING OUTCOMES.THE FOLLOWING ARE ADDED ON THE INTENDED LEARNING OUTCOMES.A. TO ENCOURAGE STUDENTS TO THINK CRITICALLY AND INDEPENDENTLY ABOUT INTERCULTURAL MANAGEMENT PROBLEMS.B. TO PROVIDE THE OPPORTUNITY, THROUGH COURSE RELATED ACTIVITY, FOR STUDENTS TO DEVELOP

THE SKILLS AND ATTRIBUTES NECESSARY FOR THEIR CAREER AND PERSONAL LIFE.

7. ELECTIVES. RELEVANT HOSPITALITY ACADEMIC JOURNALS HAVE BEEN ADDED TO THE BIBLIOGRAPHY OF THE FOLLOWING HOSPITALITY MODULES: a) THE COLLEGE HAS REVISED THE ELECTIVES.WE HAVE ELIMINATED THE GERMAN LANGUAGE AND WE HAVE ADDED THE FOLLOWING MODULES. ECO191 MICROECONOMICS AND EC0201

MACROECONOMICS. AT THE SAME TIME WE HAVE TRANSFERRED ALL ELECTIVES TO THE FOUR LAST SEMESTERS. ATTACHMENT NO.5.b) WE HAVE ADDED A NEW MODULE CALLED HOSPITALITY TECHNOLOGIES AND INNOVATION IN THE G SEMESTER. SEE ATTACHMENT NO. 1. ABOVE.c) REFERENCING SKILLS IS INTEGRATED IN THE ENGLISH 121 AND ENG122 MODULES AS PER ATTACHMENTS NO.6.d) WE HAVE REVISED THE PRACTICAL TRAINING PLACEMENT MODULE TO INCLUDE THE PURPOSE, OBJECTIVES, LEARNING OUTCOMES AND ASSESSMENT REQUIREMENTS TOGETHER WITH THE STUDENTS LOG BOOK. ATTACHMENT NO 7e) THE COLLEGE HAS DEVELOPED A PROGRAMME HANDBOOK WHICH DESCRIBES THE PROGRAMME'S CURRICULAR AND EXPECTED LEARNING OUTCOMES. ATTACHMENT NO. 8.

EEC's final recommendations and comments

The EEC welcomes the steps undertaken by the College to address the EEC's comments and recommendations regarding the study programme per se as well as its design and development. The EEC also appreciates the issues and concerns raised by the College with respect to the Foundation programme. On these grounds, the EEC's final recommendation is that the revised study programme and its design and development meets the external evaluation criteria.

Teaching, learning and student assessment (ESG 1.3)

EEC's comments on the external evaluation report

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 and final 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 in the third and 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

HEI's response

1. THE COLLEGE HAS PREPARED THE GUIDELINES GIVEN TO ALL LECTURERS WHO TEACH AT THE LAST TWO YEARS OF THE PROGRAMME TO ENSURE THAT COURSE WORK GIVEN TO STUDENTS IS RESEARCH BASED. ATTACHMENT NO. 9..
2. WE HAVE CONTACTED THE FOLLOWING TWO JOURNALS AND WE HAVE SUBSCRIBED FOR ONE YEAR TO BE ABLE TO PRINT ARTICLES TO BE USED AT THE LECTURES. A. INTERNATIONAL JOURNAL OF HOSPITALITY & TOURISM ADMINISTRATION, WWW.TANDFONLINE.COMB. ANATOLIA: AN INTERNATIONAL JOURNAL OF TOURISM & HOSPITALITY RESEARCH. WWW.TANDFONLINE.COM ALTHOUGH THE JOURNALS ARE OFFERED FREE OF CHARGE BY EBSCO WHICH WE ARE USING AT THE COLLEGE WITH A DELAY OF EIGHTEEN MONTHS FROM DATE OF PUBLISH, WE DECIDED TO SUBSCRIBE AND WE PAY EXTRA MONEY, IN ORDER TO HAVE THE JOURNALS AT THE TIME OF PUBLISHING. ATTACHMENT NO. 10..
3. THE FOLLOWING ARE ADDED IN THE QUALITY ASSURANCE HANDBOOK PAGE 84 ,WHICH RELATES TO THE PEER REVIEW AND MENTORING SYSTEM. The College's quality assurance policy and committee wants to assure themselves of the competence of their teachers. They aim to apply fair and transparent processes for the recruitment and development of the staff. The process starts with the induction program that all lecturers are obligated to attend. The induction sessions are followed by training from the Academic Director and the officers, along with a strong support and mentoring system. Following the recommendations of the External Evaluation Committee; the College's administration and the Quality Assurance Committee established a formal mentoring system that involves mentors and mentees meeting up for frequent face-to-face mentoring sessions during the academic year. The basis of this system is peer-review evaluation and validation, where mentors are the more experienced lecturers and mentee the newly-hired lecturers. The peer-mentors will be appointed at the beginning of every academic year after the Internal Quality Committee's approval. Furthermore, every semester the academic department organizes the student evaluation procedure, where the students get to evaluate their lecturers, the administration services, the student resources and their courses. The results regarding the teaching staff are examined and analysed by the academic department and they are communicated to the lecturers through personal email.
4. THE IQAC HAS DECIDED TO AMMEND THE QUALITY ASSURANCE HANDBOOK BY INCLUDING THE FOLLOWING AT PAGE 83, WHICH RELATES TO THE SECOND MARKING The College's quality assurance policy wants to ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. To ensure proper method of assessment, the Committee has also established the Double Marking scheme. According to the scheme, 10% of the exams papers are randomly selected for second marking by the more experienced lecturers and are reviewed by the Academic Director if required. For the time being, the lecturers that undertake the responsibility of second marking are: Mrs. Andria Hadjistylli, Mr. Andreas Christoforou and Mrs. Roxana Michaelidou. If, following double marking, the First and Second Markers cannot agree on the marks of one or more of the students undertaking a component of assessment, and a resolution is not

possible, the Head of School, or their formally-appointed nominee, will appoint a senior member of staff, who has not acted as either a First Marker or a Second Marker for the component of assessment, to review all the work covered by the first and second markers concerned, and whose marks will be those reported to the Board.

EEC's final recommendations and comments

The EEC welcomes the steps undertaken by the College to address the EEC's comments and recommendations regarding the teaching, learning and student assessment. On these grounds, the EEC's final recommendation is that the revised teaching, learning and assessment strategy of the College meets the external evaluation criteria.

Teaching Staff (ESG 1.5)

EEC's comments on the external evaluation report

All staff should become more actively involved in research to understand the evolving requirements of the travel and tourism industry and contextualise their teaching accordingly. Moreover, the EEC encourages the College to invite recognised visiting teaching staff from HEIs in Cyprus and abroad to participate in the study 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.

HEI's response

THE IQA COMMITTEE AND THE DIRECTOR, FOLLOWING THE RECOMMENDATION OF THE EEC HAS APPOINTED DR.ROXANA MICHAELIDES AS RESEARCH DIRECTOR. DR ROXANA TOGETHER WITH THE ACADEMIC DIRECTOR ANDRIA HADJISTYLLI HAVE STARTED A RESEARCH PROJECT ENTITLED " CONTINUING EDUCATION OF LOCAL COMMUNITIES IN HOSPITALITY INDUSTRY". ATTACHMENT NO 12 FURTHERMORE DR.PANTELIS MITSIS IS CURRENTLY RUNNING A RESEARCH PROJECT NAMED " DO DIFFERENCES IN HOTEL ROOM'S PRICES REFLECT THE DIFFERENCES IN QUALITY CHARACTERISTICS RECORDED IN TRAVEL WEBSITES?" ATTACHMENT NO.13 DR ANDREAS SIAMAROS HAS PROPOSED TO THE COLLEGE TO START A RESEARCH PROJECT FOR THE EFFECT OF 5G TO THE COMMUNITY FOR WHICH THERE IS DISCUSSION WITH THE RESEARCH COMMITTEE. FURTHERMORE WE MUST MENTION HERE THAT A NUMBER OF OUR STAFF NAMELY ANDREAS CHRISTOFOROU AND ANDRIA HADJISTYLLI ARE MEMBERS OF THE REVIEW COMMITTEE OF THE ACADEMIC JOURNAL TOURISM TODAY WHICH IS ISSUED BY THE COLLEGE TOGETHER WITH THE BALL STATE UNIVERSITY OF THE UNITED STATES FOR THE LAST EIGHTEEN YEARS. YOU CAN FIND DETAILS OF THE JOURNAL AT THE WEBSITE OF THE JOURNAL WWW.TOURISMTODAY.COM A GOOD NUMBER OF LECTURERS FROM EUROPEAN UNIVERSITIES VISIT THE COLLEGE THROUGH THE ERASMUS+. ON MONDAY 29TH JANUARY THE STUDENTS AND LECTURERS OF THE COLLEGE HAD THE OPPORTUNITY TO PARTICIPATE AT A SEMINAR, AT THE COLLEGE'S PREMISES, PRESENTED BY CRAIG WEBSTER, ASSISTANT PROFESSOR AT THE BALL STATE UNIVERSITY OF THE UNITED STATES AND STANISLAV IVANOF, VICE-RECTOR OF THE VARNA UNIVERSITY OF MANAGEMENT, BULGARIA. THE TOPIC OF PRESENTATION WAS INFORMATION AND COMMUNICATION TECHNOLOGIES IN TOURISM. MOREOVER THE COLLEGE HAS ORGANIZED IN JANUARY 2020 A SEMINAR NAMED "THE MEDITERRANEAN FOOD, THE CYPRUS CUISINE AND TOURISM". A GOOD NUMBER OF DISTINGUISHED PRESENTERS FROM CYPRUS AND FROM THE INTERNATIONAL UNIVERSITY OF GREECE, HAVE OFFERED THEIR KNOWLEDGE TO THE PUBLIC. ONE OF THE SPEAKERS WAS THE UNDER SECRETARY OF TOURISM MR SAVVAS PERDIOS. ATTACHMENT NO. 14 THE POST OF THE RESEARCH DIRECTOR HAS BEEN FILLED BY THE APPOINTMENT OF DR ROXANA MICHAELIDES, AS MENTIONED ABOVE.

EEC's final recommendations and comments

The EEC welcomes the steps undertaken by the College to address the EEC's comments and recommendations regarding the teaching staff and the instigation of a research mentality within the College. On these grounds, the EEC's final recommendation is that the College's revised personal and career development strategy of its teaching staff meets the external evaluation criteria.

4. Students (ESG 1.4, 1.6, 1.7)

EEC's comments on the external evaluation report

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 programmes beyond the Erasmus mobility (such as the US Study Abroad). This should provide opportunities for international (i.e. non-EU) students as well.

HEI's response

1. THE FOLLOWING HAVE BEEN ADDED IN THE QUALITY ASSURANCE HANDBOOK TO SHOW THE WAY THE RESULTS OF THE STUDENTS EVALUATION ARE COMMUNICATED TO THE LECTURERS. SEE ATTACHED THE REVISED QUALITY ASSURANCE HANDBOOK PAGE 84. IT IS ALSO INCLUDED IN THE STUDENT HANDBOOK AT PAGE 60. Furthermore, every semester the academic department organizes the student evaluation procedure, where the students get to evaluate their lecturers, the administration services, the student resources and their courses. The results regarding the teaching staff are examined and analysed by the academic department and they are communicated to the lecturers through personal email. THE FORM HAS BEEN REDESIGNED TO SHOW THE COMPARISON OF RESULTS FROM ONE SEMESTER TO THE NEXT ONE. SEE ATTACHMENT NO. 17.2. WE REPEAT THE ANSWER GIVEN ABOVE FOR THE APPEALS. Terms of Reference: To consider cases of serious misconduct by students or associates and report any actions taken to the Academic Committee To hear formal complaints and grievances brought forth by students or associates To hear academic appeals from students, weigh supporting evidence and determine the appeal's validity THE APPEALS PROCEDURE HAS BEEN AMENDED TO GIVE MORE DETAILS ABOUT THE PROCEDURE THE STUDENT WILL FOLLOW INCORPORATING AT THE SAME TIME DETAILS OF THE ACTION TO BE TAKEN IN CASE THE STUDENT IS OF SPECIAL NEEDS. WE HAVE ADDED TWO PARAGRAPHS IN THE STUDENTS WITH DISABILITIES/OR LEARNING DIFFICULTIES, TO MAKE IT MORE CLEAR. APPEALS PROCEDURE The Appeals Committee hears and decides on grievances of faculty or staff members and students against decisions taken by the College and measures taken against faculty, staff or students. Terms of Reference: To consider cases of serious misconduct by students or associates and report any actions taken to the Academic Committee To hear formal complaints and grievances brought forth by students or associates To hear academic appeals from students, weigh supporting evidence and determine the appeal's validity In the case where a student believes that the grade received is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If the problem is not solved the student has the right to ask for a meeting with the course coordinator. In the case where the instructor and the course coordinator is, the same person the meeting the student has is considered to have it with the course coordinator. If still the problem is not solved the student has the right to ask for a meeting with the Academic director. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Registrar's Office. In the case where the petition

appeal has been initiated by a student with special needs such as dyslexia or psychological problem the relevant special advisor must be informed to be present at the meeting. The Registrar will inform the Appeals Committee of the petition and the Appeals Committee will exhaust all possibilities to resolve it individually with the student and the faculty member in question, and will reach a decision. Changes of grades resulting from an appeal require the endorsement of the Course Coordinator and the Academic Director, and a grade petition fee is required. For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced. The Appeals Committee hears and decides on grievances of faculty or staff members and students against decisions taken by the College and measures taken against faculty, staff or students.

3. STUDENT SUPPORT AND SPECIAL NEEDS. THE FOLLOWING WERE ADDED IN THE PARAGRAPH AT PAGE 59 OF STUDENT'S HANDBOOK, TO MAKE THE PROCEDURE MORE CLEAR. If the Counsellor is unable to resolve the issue, then he/she will put the student in contact with the person that will be able to help. If the issue is an academic one the counsellor will bring him/her in contact either with the lecturer or course coordinator or the director of the academic department. If the issue is financial, the counsellor will bring him/her in contact with the accounts department. If the issue is not resolved, the counsellor may consider bringing him/her to the Director. If the student is one with special needs, the counsellor will contact the special advisor assigned for each case. If it is dyslexia, the counsellor will contact the special advisor and if it is a psychological case will contact the in-house advisor. SEE THE REVISED STUDENT HANDBOOK ATTACHED.

4. STUDENT EVALUATION FORM. WE HAVE REDESIGNED THE FORM TO INCLUDE THE COURSE EVALUATION, THE COLLEGE RESOURCES SUCH AS LIBRARY, LECTURE ROOMS AND EQUIPMENT AND THE ADMINISTRATION SERVICES. ATTACHMENT NO15.

5. STUDY ABROAD. WE HAVE CONTACTED THE US STUDY ABROAD PROGRAMME AND WE CAN PARTICIPATE BY ASKING INTERESTED STUDENTS TO SUBMIT APPLICATIONS THROUGH THE COLLEGE. ALTHOUGH WE BELIEVE IS NOT EASY FOR USA TO ACCEPT STUDENTS FROM ASIAN COUNTRIES.

EEC's final recommendations and comments

The EEC welcomes the steps undertaken by the College to address the EEC's comments and recommendations regarding students' learning experience and special needs (where applicable). On these grounds, the EEC's final recommendation is that the revised strategy of the College regarding students meets the external evaluation criteria.

5. Resources (ESG 1.6)

EEC's comments on the external evaluation report

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 FireService, 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.

HEI's response

THE COLLEGE RECOGNISES THE LIMITED SPACE IT HAS FOR KITCHEN AND THE GUEST ROOM MOCK-UP. THE WAY TO COPE WITH THIS IS TO SPLIT THE CLASS TO SMALLER GROUPS AND THIS IS WHAT WE ARE DOING. FURTHERMORE WE HAVE TRANSFERRED THE MODULE OF FOOD PREPARATION LAB HOT117 FROM THE A' SEMESTER TO C' SEMESTER WHERE THE CLASS IS SMALLER. THE COMPUTER ROOM HAS NOW 19 COMPUTERS. WE HAVE INSTALLED THREE MORE COMPUTERS IN THE COMPUTER ROOM AND WE HAVE TOTAL 22 NOW AND TWO OF THE EXISTING LAP TOPS TO FACILITATE THE USE BY THE STUDENTS. ATTACHMENT NO. 16.

EEC's final recommendations and comments

The EEC welcomes the steps undertaken by the College to address the EEC's comments and recommendations regarding the management of its resources. The EEC hopes that the College will be in a position to expand its kitchen training facility in the medium term to further improve the students' learning experience. In any case, the EEC's final recommendation is that the measures undertaken by the College are satisfactory at least in the short term and meet the external evaluation criteria.

6. Additional for distance learning programmes (ALL ESG)

EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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7. Additional for doctoral programmes (ALL ESG)

EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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8. Additional for joint programmes (ALL ESG) EEC's comments on the external evaluation report

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HEI's response

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EEC's final recommendations and comments

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C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's conclusions and final remarks as on the external evaluation report

In conclusion, the Bachelor of Arts in Hospitality Management programme aims to provide students with an appreciation of issues associated with the administrative, organisational and management aspects of hospitality organisations. More specifically, the programme aims to help students develop a range of skills, personal attributes and critical and analytical skills 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, marketing, accounting and financial administration, and to help students develop research 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 reconsidered 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 were forwarded to include the (i) enhancement of the content within the modules 'The technique of writing and language studies I and II' and (ii) to develop a clearer module descriptor for the optional Practical Training/Industrial Placement component that attracts a substantial award of 18 ECTS. The modules' list of references/bibliography could include journal articles with contemporary cases, issues and topics. The possibility to shift electives towards the end of the programme when students are more mature and have greater awareness as to what career they may pursue in the future would be welcomed. The College provided enough information for the EEC to attain a comprehensive picture of the assessment strategy. Assessment approaches appear mainstream - 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 are engaged in research activities with modest publication or other related outputs. Publications by members of academic staff in the areas of hospitality 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 under evaluation 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 conformance 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.


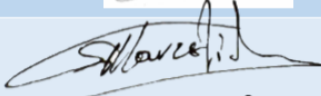

HEI's conclusions and final remarks

WE BELIEVE THAT ALL POINTS MENTIONED IN THE CONCLUSIONS HAVE BEEN ANSWERED BEFORE. WE THANK THE MEMBERS OF THE EEC FOR THEIR CONSTRUCTIVE SUGGESTIONS AND WE AGREE WITH THEIR COMMENT THAT THEIR SUGGESTIONS WILL ENHANCE THE QUALITY OF THE PROGRAMME AND WILL INCREASE THE EMPLOYABILITY OF THE GRADUATES.

EEC's final conclusions and remarks

In terms of final conclusion and remarks the EEC would like to address the three points raised by the CYQAA in its letter dated 28th of April. In particular: a) The EEC believes that the fact that the first three years of study are the same as those of the three-year Higher Diploma programme should not be an area of concern provided that the related study programmes (i.e. the three-year Higher Diploma one and the four-year BA one) have distinct learning objectives. After all, this is an acceptable practice at least in the United Kingdom as well as in other countries. Given that the College has now successfully revised the learning objectives of the four-year BA programme, the EEC believes that the CYQAA's first point is now sufficiently addressed. b) As previously discussed, the EEC believes that the steps undertaken by the College to improve its research profile and instigate a research culture among its members of staff will bear fruits in the medium to longer term; the success of this strategy, however, is based on the assumption that the College perceives this as an opportunity for continuous improvement and not an one-off exercise to solely meet the criteria of the external evaluation in the immediate term. Future re-evaluations of the programme will prove whether this is the case or not but for the time being the EEC believes that the CYQAA's second point is sufficiently addressed. c) The EEC also believes that the College has undertaken genuine effort to revise the curriculum and restructure the body of electives modules. On these grounds, the EEC believes that the third and final point raised by the CYQAA is also sufficiently addressed, i.e. the curriculum is current and does not lag behind.

D. Signatures of the EEC

Name	Signature
Professor Dr Andreas Papatheodorou, Chairperson	
Dr Ioannis S. Pantelidis, Member	
Dr. Wai Mun Lim, Member	
Ms Varvara Georgiou, Student Member	V.Georgiou
Click to enter Name	
Click to enter Name	

Date: 11/05/2020

