

Doc. 300.1.1

Date: 30/07/2020

# External Evaluation Report (Programmatic)

- Higher Education Institution:  
CTL Eurocollege
- Town: Limassol
- School/Faculty (if applicable): n/a
- Department/Sector: n/a
- Programme of study - Name (Duration, ECTS, Cycle)

**In Greek:** Διοίκηση Ξενοδοχειακών Μονάδων (4 έτη / 240 ECTS / Πτυχίο) συν ενδεχόμενο προπαρασκευαστικό έτος.

Programme Name

**In English:** Hotel Management (4 years / 240 ECTS / Bachelor of Arts) plus an optional foundation year

Programme Name

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

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



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 Bachelor of Arts (4 Years, Plus an Optional Foundation Year, 240 ECTS) offered by the CTL Eurocollege (henceforth College). Academic members of the EEC and Ms Varvara Georgiou, the CUT student, had a first online meeting with Dr Lefkios Neofytou, the CYQAA officer over Zoom on Friday 17<sup>th</sup> of July 2020 to discuss about the online accreditation process. Subsequently, the EEC held an online meeting and discussed the documentation provided by the College on Friday 24<sup>th</sup> of July. An online Zoom meeting with the College representatives took place on Monday 27<sup>th</sup> of July. During this meeting, 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 BA programme. Another meeting with three students from related programmes offered at the College took place to get feedback concerning their experience, satisfaction and aspirations. The EEC also had the opportunity to virtually visit the premises of the College resources, class infrastructure, computer centre, library, online and recreational facilities.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Professor Dr Andreas Papatheodorou</b>	Chairperson	University of the Aegean, Greece
<b>Professor Beverley Wilson-Wünsch</b>	Academic Member	IUBH University of Applied Sciences, Germany
<b>Dr Ioannis S. Pantelidis</b>	Academic Member	University of Brighton, United Kingdom
<b>Ms Varvara Georgiou</b>	Student Member	Cyprus University of Technology
<b>Name</b>	Position	University
<b>Name</b>	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) *sub-areas*
  - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) *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, it is important to provide information regarding the compliance with the requirements of each sub-area. 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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards 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.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### **Sub-areas**

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

### **1.1 Policy for quality assurance**

#### **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*

### **1.2 Design, approval, on-going monitoring and review**

#### **Standards**

- *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*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *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*

### 1.3 Public information

#### Standards

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

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *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*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *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.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *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 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? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *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?*
- *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?*
- *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)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

### 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.*

This BA (in Hotel Management) programme emerged out of the renaming/restructuring of an existing BA programme in Hospitality Management. The renamed/restructured programme will be delivered



in English targets undergraduate students aiming to develop a career in hotel management. It is positioned as a good opportunity for personal and professional development, through equipping students with hotel management knowledge, foreign languages, digital literacy and the skills of operations and management for the hotel sectors in Cyprus and abroad. This is expected to support their career development and professional life. The aims and objectives of the programme should, therefore, enable students to develop their skills and increase their career prospects.

During the evaluation meeting, the management team of the College provided an overview of the institution in general and of the BA in Hotel Management in particular. It seems that teaching work is organised efficiently based on widely accepted ECTS-related workload standards; moreover, the interviewed students were very satisfied with the provision of the College in terms of personal support and professional networking opportunities.

An effective administration structure supports the delivery of the programme. Teaching staff seem enthusiastic about teaching their students. There is adequate hospitality expertise in the team but limited focus on academic journals in the reading provision and limited research output in highly respected hospitality journals, which is essential to inform the curriculum. It is also evident that several members of staff have practitioner experience something that adds to the strengths of the College.

There is a well-established internal quality committee and 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. There is enough evidence to suggest that academic fraud is taken seriously by the College which utilises a plagiarism detection software but it is largely up to academics to utilise this as it is not fully interfaced with the online teaching and learning platform utilised.

The BA in Hotel Management was primarily designed in terms of its learning objectives and contents by the senior academic management team based on consultation with both internal and external stakeholders. Teaching members of staff are also expected to become involved in the process and take ownership of their modules and effectively deal with any emerging issues.

The study programme is current and consistent with developments in the industry and its content and objectives are in accordance with each other. The documentation provides a sufficient guidance to the programme proposed. The programme follows a traditional, mainstream but inspiring approach to teaching hotel management. It offers a portfolio of theoretical business and management knowledge with modules in the areas of hotel operations and management.

To be awarded the BA degree, students should take a total of forty (40) modules, broken-down into thirty-four (34) compulsory modules accounting for 204 ECTS and six (6) optional/elective modules (out of three distinct categories) accounting for 36 ECTS. Nineteen (19) modules specialize in hospitality and tourism while the others relate to general education and business. There are some issues with the Academic Writing as a credit-bearing module and some thought needs to be given to certain modules appearing in the final level that ought to be more operational but more detail about this is given in the recommendations section.

Like other programmes currently offered by the College, this programme is expected to attract not only Cypriot but also international students interested in hotel studies. Three (3) students were interviewed by the EEC with one (1) from Russia and two (2) from Cyprus and all three (3) expressed their satisfaction from the academic delivery and support services of the College.

As this is a renamed/restructured programme of study, the EEC understands that no public information on this is currently available, i.e. the available public information relates to the previous version of the programme that is the BA in Hospitality Management.

### Strengths

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

There is documented industry engagement, placement and professional practice interaction across the programmes offered by the College.

The faculty/practitioner status is another strength of the College and the evident support students receive throughout their studies is a clear strength.

### 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 following recommendations/changes are proposed:

The assessment strategy may be imposed to a certain degree by the Ministry of Education but there is still room for manoeuvre and the college should consider a more diverse approach to their assessment through the four years of the BA. The College should consider certain modules that are more operational in nature to be delivered during the first and second years and allow the final year for the more managerial and sector-specific modules. The College should also consider adding on or two more innovative modules (please see below) to offer students more choice in the number of electives available to them, and in the final year a financial management module which is explicitly hotel-focused should be considered.

Most textbooks suggested for the modules are appropriate and current; nonetheless, tourism and hospitality academic journal articles are not included in the module outlines. The EEC, therefore, recommends that:

- a) Assessment in the final year (at the very least) should be less exam-based and more coursework-based to allow students to better showcase their critical insight and reflective thinking expected of future hotel managers;
- b) An operational to managerial approach should be adopted to improve the logical sequence of the curriculum from hotel operations to management. More specifically, Academic Writing should not be an ECTS-bearing module but a compulsory short-course to help students better understand academic writing. This should allow for space for at least one more innovative module to be included in the final year (either in Entrepreneurship, Family Business Management, Consultancy or a combination of the above);
- c) Sector-specific electives should be added in the curriculum such as Wellness and/or Spa Tourism to accommodate emerging tourism trends which are of importance for hotels;
- d) Facilities Management and Health and Safety should not appear as final year modules, but rather in Year One or Two;
- e) Yield Management should be renamed to Revenue Management and appropriate software should be considered for this module;
- f) Hotel Financial Management or a related module ought to appear in the Final Year;

- g) Contextualisation of hotel management should be offered throughout the curriculum;
- h) All modules' reading lists to include relevant academic journals.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Not applicable
1.4	Information management	Compliant

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### **Sub-areas**

**2.1 Process of teaching and learning and student-centred teaching methodology**

**2.2 Practical training**

**2.3 Student assessment**

### **2.1 Process of teaching and learning**

#### **Standards**

- *The process of teaching and learning supports students' individual and social development.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### **Standards**

- *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.*

### **2.3 Student assessment**

#### **Standards**

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *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.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*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)?***
- *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)?*

### 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.*

Teaching and Learning principles seem to be at the forefront of the College's strategy and philosophy. Mention was made of the student centeredness of the programme. Indications were made about the use of lecturing and case-based learning in the classroom as well as role play.

Students are also required to do an Industrial Placement during their period of study. This is usually done in conjunction with local hotels, which gives students the opportunity to gain first-hand experience in the industry. An example of a student in placement in a 5-star hotel was given. A handbook is available for students to help them with the preparation for the internship period. There are also modules which provide some elements of practical training during the study. Classes in kitchen/production, food and beverage service, wine tasting were all mentioned. Student assessment seems well organized from the administrative as well as the test takers side. Different types of assessment strategies are used at CTL. Projects, essay-based written exams as well as true/false and multiple-choice questions are set. Face to face exams are taken at the end of the semester, proctored by Administrative and Faculty. In any case, however, assessment approaches appear mainstream and weights of different assessment modes are applied horizontally across the entire curriculum – this may end up putting certain students at a disadvantage. The College is, therefore, actively encouraged to use variable weights but also types of assessment modes.

### Strengths

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

Regarding the Process of Teaching, Learning and Assessment:

- The use of case-based learning;
- The use of role plays in the classroom;
- Students are taken on field trips in the industry;
- Lecturers participate in development research seminars;
- Lecturers are professionally developed through conference visits and presentations;
- Projects are undertaken in conjunction with industry partners;
- Students present their project results to industry stakeholders;
- Student participation in lectures is compulsory.

Regarding Practical Training and Placement:

- Industrial Experience;
- Frequent faculty visits and checking on student progress while in the internship period;
- In-class practical programmes in culinary skills, food and beverage service skills and wines and spirits.

### 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. Further clarity is needed in terms of how far student-centred learning is practised in the programme;
2. Need to develop modern transferrable skills;
3. More flexibility in assessment especially for practical courses;



#### 4. Need to modernise practical classrooms.

The general process of teaching and learning as employed at the CTL in the Hotel Management program is valid. It was noted that in the classroom, methods of course material delivery is generally still frontal. Lectures are still used as the main form of transmitting information to students. Case Based Learning was mentioned as a tool used in the classroom. A College such as CTL with small student numbers would benefit from pedagogical principles such as Problem-Based Learning where the students are taught to take greater control of their learning and steer the process in smaller groups. Student-centred learning requires the student to be in the central focus of the learning process.

The development of transversal skills is crucial for student to succeed in the so-called “VUCA world”. Higher Education Institutions (HEI) are required to help students become ready for a Volatile, Uncertain, Complex, Ambiguous World, caused by the technological, political, economic and health situations experiencing today. In 2016, the World Economic Forum identified the following top ten skills as essential to be addressed by HEI by 2020:

1. Complex problem solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision-Making
8. Service Orientation
9. Negotiation and
10. Cognitive Flexibility

ONLY one, i.e. critical thinking was mentioned by the academic management team of the College as a goal of the BA programme. Therefore, the EEC would recommend explicit actions by the College to include clear strategies to develop the competencies mentioned above in the learning outcomes. A few practice sessions in a Professional Development seminar for all students can resolve this issue through coaching. Assessment tools such as Empowerment Principles, Learning Styles, Personality, and Behavioural Coaching would also prove of great added value. Moreover, a clear indication of assessment method suited for assessing practical skills development is needed.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

#### 3.1 Teaching staff recruitment and development

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *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 is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

#### 3.2 Teaching staff number and status

##### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*



### 3.3 Synergies of teaching and research

#### Standards

- *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).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the 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)?*

#### 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, 21 members of staff are involved in the delivery of the programme. Except for two Senior Lecturers and one Assistant Professor, all others (i.e. 18) are at the level of Lecturer. Twelve (12) members of staff work on a full-time basis delivering 81 periods per week (i.e. 57.86% out of the total 140), and nine (9) work on a part-time basis delivering 59 periods per week (i.e. 42.14% out of the total 140); in other words, part-time members of staff deliver a significant part of the programme. Three (3) members of staff are PhD Holders; fourteen (14) members of staff are holders of postgraduate degrees, while four (4) only hold Bachelors or the 5-year German Diplom degrees.

During the online meeting, the EEC had the opportunity to meet the following six (6) teaching members of staff involved in the delivery of the Programme:

1. Dr Elena Malkawi, Programme Coordinator, Economist, Senior Lecturer, Full-Time
2. Dr Andreas Constantinou, Economist, Senior Lecturer, Full-Time
3. Dr Georgios Afxentiou, Business Administration, Assistant Professor, Full-Time
4. Mr George Antoniadou, Management (PhD candidate), Lecturer, Full-Time
5. Ms Chryso Panayidou, Travel and Tourism Management (PhD candidate), Lecturer, Full-Time
6. Mr Loizos Sourouppis, MBA, Lecturer, Part-Time

Ms Dora Konstantinou, who is the Dean and member of CTL Eurocollege's faculty also participated in the meeting.

During the discussion with the abovementioned individuals it emerged that a good number of members of the teaching staff were recruited several years ago. 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. It was mentioned that the average class size in the programme is expected to be about fifteen (15) 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 academic management team. The Dean is also involved in the evaluation of staff. No particular problems and/or concerns were reported; at the same time, however, the College does not implement a 360-degree evaluation approach, which would also involve the evaluation of the academic management team by the teaching staff. This emerged out of the online discussion but was welcomed by the academic management team as a possible way forward to improve the learning experience and increase transparency from a human resources management perspective.

Teaching members of staff commended the existence of a friendly environment within the College. They acknowledged that the College offers opportunities for personal and professional development at different levels. For example, teaching members of staff who are currently reading for a PhD Degree (including the Dean) are supported (both in terms of leave of absence but also from a financial point of view) to attend conferences and are relieved from teaching load (which at present amounts to a maximum of 15 hours per week for a full-time member of staff). Teaching staff also have access to the Erasmus+ staff mobility programme. Overall, however, few of the members of teaching staff are truly research active and only to a limited degree; this is not expected to change at least in the foreseeable future especially since many members of academic staff do not hold and do not read for a PhD degree – in fact, several members of staff only hold MSc degrees, or even (in an admittedly small number of cases) a BA degree; the latter is clearly regarded as insufficient to teach at a BA level.

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. It is also worth noting that some members of staff currently teach subjects, which are well beyond the expertise that they acquired from their academic qualifications. For example, Dr Andreas Constantinou who is an economist teaches (among others) hospitality law; while Dr Elena Malkawi who is also an economist teaches (among others) organizational behaviour. When asked to comment on their level of confidence to teach such topics, involved members of staff appeared

reassuring arguing that they have taught these modules for several years and, therefore, are in a position to deliver a very good teaching and learning experience. As a general rule, however, the EEC strongly recommends that academic members of staff should not be involved in teaching subjects, which are unrelated to their academic qualifications.

### Strengths

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

The existing staff qualifications and work experience are diversified which is an asset 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 keep inviting recognised visiting teaching staff from HEIs in Cyprus and abroad to participate in the study programme and offer valuable insights into how the programme offering can be improved. The EEC also strongly recommends that (with the possible exception of culinary-related modules) all members of teaching staff should hold at least a Master's degree. Moreover, the EEC strongly recommends that academic members of staff should be involved in teaching subjects, which are in line with their academic qualifications.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i><b>Non-compliant/ Partially Compliant/Compliant</b></i>
<b>3.1</b>	Teaching staff recruitment and development	Partially compliant
<b>3.2</b>	Teaching staff number and status	Partially compliant
<b>3.3</b>	Synergies of teaching and research	Partially compliant

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### **Sub-areas**

- 4.1 Student admission, processes and criteria**
- 4.2 Student progression**
- 4.3 Student recognition**
- 4.4 Student certification**

##### **4.1 Student admission**

###### **Standards**

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### **4.2 Student progression**

###### **Standards**

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### **4.3 Student recognition**

###### **Standards**

- *Pre-defined and published regulations regarding student recognition are in place.*
- *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.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *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.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### 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 not yet enrolled any students in the renamed/restructured BA programme in Hotel Management; still, it can capitalize on its experience from the BA in Hospitality Management. The objectives set by the College are well communicated for the students' academic progress, counselling, mobility, etc. Student certification regulations are in place. Admission criteria and processes are in place and appear to be transparent.

##### Strengths

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

The College appears to have years of experience in managing different academic and professional programmes. The admission requirements for the study programme are clearly communicated to potential applicants and the college seems to have an inclusive and open policy. The students' prior preparation/education background is assessed for both Cypriot and international students. In the case of not adequate English language the College offers preparatory courses. The College also provides students with personalized counselling services and has introduced processes/facilities to address the needs of people with either learning (such as dyslexia) or mobility difficulties.

##### 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 EEC would like to propose that the College should consider more explicit admissions criteria and previous professional experience accreditation for mature students with non-traditional backgrounds.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

- Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).
- All resources are fit for purpose.
- Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *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.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *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.*

### 5.4 Student support

#### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*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?*



- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *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 is student mobility being supported?*

### 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.*

Teaching and learning resources are adequate, readily available and accessible by both academic staff and students. In a student-centered atmosphere, the setup of the rooms in a classroom format was noticeably traditional. We know from experience that the classroom environment adds to the quality of the learning.

### Strengths

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

Regarding Teaching and Learning Resources, Human Support:

- Teaching staff seem to be very caring (i.e.) students refer to staff as family;
- Well-planned programmes in place for International Students (from picking up at airports, housing, visa application process);
- Students supported with Intercultural Communication and Culture shock issues;
- Availability of counsellor;
- Study advisors available but faculty also serve as advisors;
- Well-qualified and experienced administrative staff.

Regarding Physical Resources:

- Physical resources adequate;
- Clean, well-kept premises;
- Library a bit small but online resources available too;
- Study facilities;
- IT infrastructure adequate online platform for students and staff;
- Elevator;
- Access for physically challenged.



### 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.*

Administrative Staff should be evaluated frequently during the student's programme of study and not only when the student has graduated and is leaving the university. This can prove an important selling point for the College; this is because students appreciate it when the problem is addressed in real time.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

## 6. Additional for distance learning programmes (ALL ESG)

### **Sub-areas**

- 6.1 Distance learning philosophy and methodology**
- 6.2 Distance learning material at the appropriate level according to EQF**
- 6.3 Interaction plan and Interactive weekly activities**
- 6.4 Study guides**

### **6.1 Distance learning philosophy and methodology**

#### **Standards**

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *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.*

### **6.2 Distance learning material at the appropriate level according to EQF**

#### **Standards**

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *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.*

## 6.3 Interaction plan and Interactive weekly activities

### Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

## 6.4 Study guides

### Standards

- *A study guide for each course, fully aligned with distance learning philosophy and 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, and students' activities 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*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

*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?*

### 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.*

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.*

Click or tap here to enter text.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

## 7. Additional for doctoral programmes (ALL ESG)

### **Sub-areas**

#### **7.1 Selection criteria and requirements**

#### **7.2 Proposal and dissertation**

#### **7.3 Supervision and committees**

### **7.1 Selection criteria and requirements**

#### **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:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### **7.2 Proposal and dissertation**

#### **Standards**

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *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 process of submitting the dissertation to the university library is set.*

### **7.3 Supervision and committees**

#### **Standards**

- *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:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*

- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

*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?

### 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.*

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.*

Click or tap here to enter text.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

## 8. Additional for joint programmes (ALL ESG)

### **Sub-areas**

**8.1 Legal framework and cooperation agreement**

**8.2 The joint programme**

### **8.1 Legal framework and cooperation agreement**

#### **Standards**

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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*

### **8.2 The joint programme**

#### **Standards**

- *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.*
- *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.*

### 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.*

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.*

Click or tap here to enter text.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>8.1</b>	Legal framework and cooperation agreement	Not applicable
<b>8.2</b>	The joint programme	Not applicable



## 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 Bachelor of Arts in Hotel Management programme aims to provide students with an appreciation of issues associated with the administrative, organisational and management aspects of hotels. 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 in most cases well-structured and balanced. Nonetheless, the narrative of the entire curriculum should become clearer; contextualization of generic modules is necessary; while new modules could be introduced such as Entrepreneurship, Family Business Management, Consultancy, Health/Wellness/Spa Tourism to reflect emerging trends in the hotel sector. The modules' list of references/bibliography could include journal articles with contemporary cases, issues and topics. The introduction of 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 is welcomed but should be appropriately contextualized.

The College provided enough information for the EEC to attain a comprehensive picture of the assessment strategy. Assessment approaches appear mainstream and weights of different assessment modes are applied horizontally across the entire curriculum – this may end up putting certain students at a disadvantage. The College is, therefore, actively encouraged to use variable weights and types of assessment modes. 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 hotel management 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 compliant or partially 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.

## E. Signatures of the EEC

Name	Signature
Professor Dr Andreas Papatheodorou	
Professor Dr Beverley Wilson - Wunsch	
Dr Ioannis S. Pantelidis	
Ms Varvara Georgiou	
Click to enter Name	
Click to enter Name	

**Date:** 30/07/2020