Doc. 300.1.1

Date: 5th June 2024

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  CTL EUROCOLLEGE

- **Town: Limassol**

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

- **Department/ Sector:** Department/Sector

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

  In Greek:

  Διοίκηση Ξενοδοχειακών Μονάδων (2 έτη / 120 ECTS / Δίπλωμα)

  In English:

  Hotel Administration (2 years / 120 ECTS / Diploma)

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

The site visit took place on Tuesday 4th June 2024, consisting of the following:

- A brief introduction of the members of the External Evaluation Committee (EEC).
- A meeting with the Academic Dean, the Director of Administration and Finance and members of the Internal Evaluation Committee. This included a short presentation and subsequent discussion and Q&A about the College, its mission, structure, and development planning; its quality assurance processes and strategy; and its relations with the society, the industry, research and other external stakeholders.
- A meeting with the Head of Hospitality and Tourism and Programme coordinator and colleagues which included a short presentation and subsequent discussion on the course structure and curriculum mapping.
- A meeting to discuss the content and the standards of the programme of study, criteria for prospective students, the learning outcomes and ECTS, and the persons involved in the programme's design and development. This included the feasibility of the programme, its management and structure, its curriculum (i.e. philosophy, the programme's standards, allocation of courses per semester, weekly content of each course, the learning outcomes and ECTS, teaching methodologies, student centred learning, admission criteria for prospective students, student assessment, final exams, the stakeholders involved in the programme's design and development) and the methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects). The team were the same for each of the above three sessions which were merged and there was time for questioning and comments throughout.
- A meeting with students of the College regarding their impressions of the College, the staff - student relations, the quality of the studies, the employability prospects and the overall support provided by the College to its students and graduates.
- A meeting with members of the teaching staff only on each course of the programme (Q&A session) discussing their CVs (i.e. academic qualifications, publications, research interests, research activity, continuous professional development, compliance with staff development goals), on any other duties in the College and teaching obligations in other programmes, the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with learning and teaching objectives), the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the European Qualifications Framework and the assessment criteria, as well as other teaching material and resources.
- A meeting with members of the administrative and library staff regarding the administrative policies of the College, including student admission, progression, recognition and certification, learning resources and student support.
- During the site visit, the EEC visited the library, teaching rooms, computer laboratories, kitchen and food service training facilities.

- The EEC did not have the opportunity to attend a live lecture at the College due to the visit taking place out of teaching time but were given access to video recordings of lectures.
- An exit discussion with the senior management team where members of the EEC had the opportunity to ask further questions and clarify any pending issues.

The EEC confirms that staff were available during the whole day of the site visit for queries and short presentations in the sessions were given. Adequate time remained for questions by the EEC members and productive discussions were held. The team were well prepared for the visit and were open to questioning, with additional materials being provided upon request.

The team should be commended for the amount of work they had undertaken to prepare for the visit. The EEC were made to feel welcome, and the discussions were open and collegiate.

In general, the EEC found evidence of standard compliance of the programme under evaluation.

Further detail is provided in the following sections of this report.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Adele Ladkin	Professor, EEC Chairperson	Bournemouth University
Professor Tom Baum	Professor, EEC Member	University of Strathclyde
Professor Hartwig Bohne	Professor, EEC Member	SRH Berlin University of Applied Sciences
Ms Varvara Georgiou	Student, EEC Member	Cyprus University of Technology
Name	Position	University
Name	Position	University

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

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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*

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o *includes well-structured placement opportunities where appropriate*
o *is subject to a formal institutional approval process*
o *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*
o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
o *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*
o *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:*
  o *selection criteria*
  o *intended learning outcomes*
  o *qualification awarded*
  o *teaching, learning and assessment procedures*
  o *pass rates*
  o *learning opportunities available to the students*
  o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  o *key performance indicators*
  o *profile of the student population*
  o *student progression, success and drop-out rates*
  o *students' satisfaction with their programmes*
  o *learning resources and student support available*
  o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The College has well laid-out policies to ensure quality assurance (QA). These are publicly available on the College website. There is a clear Committee structure supporting QA and students are involved in these where appropriate.

Staff were clear on their responsibilities in these processes in terms of module design, modification, and moderation of assessments. There is a clear statement of student responsibilities and their rights, e.g., to appeal marks. There is also a clear disciplinary policy, including possible penalties.

The College has clear statements of non-discrimination, including on admission. The College is committed to upholding EDI, and the mission of the college reflects inclusive values.

There is a plagiarism policy, and the College uses Turnitin to check for plagiarism. Staff are aware of and consider issues relating to generative artificial intelligence as it relates to student work.

The programme aims to introduce students to the field of the Hotel Administration and all its key components. It aims to familiarise students with the different departments within a hotel unit and to teach them how to operate hotel services such as, front office, food & beverage services and operations, customer service, housekeeping, event and leisure services properly and efficiently. The programme includes visits to hotels and tourism related businesses. There is also a compulsory industrial training work placement included in the programme structure. The Diploma provides opportunities for transition to the Bachelors programme if required.

The Diploma encompasses (108 ECTS) compulsory courses, 1 elective courses (6 ECTS) and an industrial placement (6 ECTS).

Publicly available information is found on the College website covering regulations, selection criteria, qualifications awarded, programmes and their learning outcomes and structure, assessment, learning resources and support services available to students.

Key Performance Indicators are collected. The profile of the student population comprises mainly students from third countries. There is an Alumni Association for the whole college.

Strengths

- Clear and publicly available policies covering quality assurance, student rights, expectations of students, etc.
- Involvement of students in appropriate Committees.
- Assessment of student satisfaction with courses and acting on student feedback.
- Evidence of mechanisms and process for monitoring evaluation of the student experience both formally through student evaluation questionnaires and informally through regular contact and communication with students within the classroom and out of classroom hours.

Areas of improvement and recommendations

The EEC Recommends:

- Within the generic management courses consider tailoring assessments to be context specific.
- Consider providing a list of lecturers teaching specifically on the Diploma programme website to showcases the qualifications, and practical and professional expertise of teaching staff.
- To consider listing the hotels on the website where the students are undertaking placements to showcase industry collaboration.
- Consider formalising the excellent industry network by creating an industry advisor board.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
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 and student-centred teaching methodology

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 the 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.*

Findings

The programme consists of compulsory courses, an elective course and an industrial placement. The General Education Courses offered are: ICT 1, Writing Skills, and Business Maths. Core Requirements are; Business Communications, Accounting 1, Intro to Hospitality Industry, Hygiene and Nutrition, Food Preparation, Food and Beverage Service, Front Office Procedures, Housekeeping Operations, Customer Service for Hospitality and Tourism, Introduction to Business Management, Fundamentals of Marketing, Bar Operations, Leisure and Recreation Management, Event Management, Food and Beverage Management and Control, Aspects of Tourism and Culture in Hospitality, and the Industrial Placement. Free electives/language requirements: Modern Greek 1, English for Hospitality Tourism, Russian 1 and Managing and Working in a cross-cultural environment.

A curriculum mapping exercise has been undertaken against the four areas of; communication and language, hotel operations, developing a tourism and hospitality mindset, and managing skills required in the Tourism and Hospitality industry.

Staff and students confirm that a wide range of approaches are used in the learning environment, including discussions, case studies, student presentations, and a training session in ORACLE. They have invested in staff development in student centred learning. Activities enable students to actively participate in developing their knowledge and skills in a supportive environment.

Speaking to staff and students suggested a positive relationship, where students feel able to approach staff for help and advice. A student complaint procedure is in place linked to module delivery and assessment appeals.

In addition, the College has the Erasmus+ Charter allowing both staff and student mobility. This has been taken up by staff and students.

Assessment is clearly laid out and largely follows a 45% Coursework, 5% attendance and participation and 50% final examination format. For the placement, students complete a log-book.

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Strengths

- Well defined course programme learning outcomes.
- Student-centred teaching and learning.
- Small learning groups.
- Engagement with the industry in teaching and learning, including site visits, guest speakers etc.
- Teaching staff academic excellence.
- We commend the integration of Diploma and Bachelors students within their shared courses.

Areas of improvement and recommendations.

The EEC recommends:

- Creating opportunities for teaching staff to connect with industry to facilitate currency of industry practice.
- Explore ways to ensure compliance with the CAQAAG standard that assessment is carried out by out than one examiner.
- Consider team teaching on modules.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	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 programmee.*

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.*

Findings

Out of the twelve teaching staff on the Diploma, 6 are full-time, 6 part-time and 5 are PhD holders. They are at the level of Lecturer (7), Senior Lecturer (3), Assistant Professor (2). The staff recruitment polices are clear and transparent, as are the promotion criteria which takes account teaching, research and administrative responsibilities. Staff have the opportunity and are encouraged to undertake development courses relating to education and research.

There is a low staff to student ratio and speaking to the staff indicates they have a manageable workload. Typically teaching hours are around 12 per week, but not greater than 15.

Some of the staff are active in research, producing a range of academic outputs. Their research expertise informs teaching and is embedded in class activities as appropriate. There is an active research community evidenced for example by the research symposium, conference participation and organisation, the CTL Eurocollege Journal and other research events. Staff are supported by the College budget that allows applications to be made for a range of activities including conference attendance and research output dissemination. Staff also have the opportunity for international mobility through Erasmus + programmes and take up of this is good.

There is not a formal research mentoring process, but it exists informally and staff make use of the regional and international partnerships to develop and enhance their research activities and profiles. Staff can work towards joining the research team in the College as appropriate. Credit is given to staff engaging research through decreased teaching workloads.

Strengths

- The EEC commends the department for financially supporting its members of staff to attend conferences and undertake research activities to develop their research careers.
- The competence of the teaching staff in terms of their qualifications and expertise.
- Staff engagement and commitment to the students, the tourism and hospitality subject group and the College.
- Staff engagement in staff mobility through Erasmus plus.
- Staff are teaching in their specialist areas.
- A culture of collegiality and ambition.

Areas of improvement and recommendations

The EEC recommends:

- To consider institutional or individual membership of Professional Associations for example EuroCHRIE, EUHOFA, AIEST.
- To inform and support staff in the adoption of Generative AI and robotics in educational and service settings.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	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, processes and criteria

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.*
- *Pprocesses 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*

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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.*

Findings

Clear policies are provided for the admissions criteria and processes, and student certification. Systems are in place to monitor progression, and staff and students are aware of progression policies. The admission requirements are appropriate and some recognition for prior learning can be granted.

Strengths

- Non-discriminatory policies and transparency.
- Staff support of students academically, professionally and pastorally.

Areas of improvement and recommendations

The EEC recommends:

- To consider ways to encourage timely completion of the Diploma eg. number of resits allowed.
- Pursue the foundation course as a means to support international students access to the Diploma.

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

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

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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.).*

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> • *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.*

Findings

The College provides a range of learning resources and student support services to its students. These include a library with various materials and online databases. Classroom and computer laboratories are flexible and appropriate for a range of teaching needs. The College has a robust set of student welfare mechanisms to support students, with the International Office and Student Affairs providing bespoke support for international students. The College participates in the Erasmus+ programme for student mobility, although this presents challenges for students from third countries due to constraints from the external environment. Overall, the support for student welfare and learning at the College is comprehensive and aimed at addressing a wide range of student needs.

Strengths

- Effective use of the Educational Learning Management System (ELMS)
- The use of ORACLE guest management system for hotels (including 20 licenses).
- Small group environment for practical classes eg. the food preparation areas.
- The availability of the cafeteria as a social space.
- Visibility of academic and administrative staff offices that are welcoming to students.

Areas of improvement and recommendations

The EEC recommends:

- Continued promotion of and support for incoming ERASMUS tutors to contribute to the programme.
- Invite industry representatives to present new technologies and new products for food and beverage and services to students, showing the best of Cyprus hospitality. Consider innovate ways to engage the industry.
- Consider a more structured process for the career development of the students. Eg. placement support, and career advice.

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

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

C. Conclusions and final remarks

The EEC commends the structure and content of the 2 year Diploma in Hotel Administration and confirms this is delivered within the EQF Framework.

There is a clear culture of collegiality, teamwork and ambition.

The EEC would like to thank all involved in the evaluation for the high engagement throughout the evaluation process - and for providing the set of supporting documents before and during the site visit.

We would like to express our gratitude to Ms Droso Lavithi for organising and facilitating the evaluation process.

The Diploma has a clear role to play in supporting tourism and hospitality in Cyprus and we wish the College every success.

D. Signatures of the EEC

Name	Signature
Professor Adele Ladkin	
Professor Thomas Baum	
Professor Hartwig Bohne	
Ms Varvara Georgiou	
Click to enter Name	
Click to enter Name	

Date: 5th June 2024