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# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:** City Unity College Nicosia
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Διεθνής Διαχείριση Ξενοδοχείων και Τουρισμού (4  
έτη, 255 ECTS, Πτυχίο)

**In English:**

BA International Tourism and Hospitality  
Management

- **Language(s) of instruction:** English & Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** NA



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 2021 [L.136(I)/2015 – L.132(I)/2021].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

*This part includes basic information regarding the onsite visit.*

This evaluation of a currently operating conventional programme of study on International Hospitality and Tourism Management (IHTM) of the City Unity College – Nicosia, was based on the college's application sent by the CYQAA to the EEC and the onsite visit that took place on the 4<sup>th</sup> of December 2023.

The suggested programme is largely complying with the characteristics of Cyprus as a tourist destination, and the constant need for new and well-trained human resources. The programme's feasibility study is mainly based on the official data (and the forecast) provided by Human Resource Development Authority of Cyprus.

The members of staff at City Unity College made several presentations and, as a result, more information was provided to complement the report.

Additionally, the EEC members required further information and clarification about several areas of the report, namely those related to teaching staff, research, teaching programme and infrastructure. The college provided additional material and information in a timely manner. All meetings took place in a fruitful atmosphere, and the College's directors and their team were always open and keen to accept the EEC recommendations.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Theodoros STAVRINOUDIS</b>	Professor	University of the Aegean University
<b>Nevenka CAVLEK</b>	Professor	University of Zagreb
<b>Wai Mun LIM</b>	Associate Professor	University of Plymouth
<b>Alexandros EVGENIOU</b>	Student	Open University of Cyprus
<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.*

The language of instruction for the programme evaluated are in English and Greek. Currently, it is only delivered in English. The programme evaluated is 4 years in duration, Bachelor of Arts in International Tourism and Hospitality Management (255 ECTS).

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

The proposed study programme is aligned with the European Qualifications Framework (EQF), and complies with the national accreditation standards. The programme is being reviewed every five years. The college has conducted self-evaluation on a regular basis. The college operates a robust internal quality assurance process, having established an internal quality committee and quality management system. The college has developed a Quality Assurance Handbook defining procedures for the development of teaching staff members, administrative staff and students in their responsibility. External stakeholders have been invited to contribute to the development of the programme.

Academic offence policies are included in the college's wider quality assurance processes.

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

The programme reviewed is a full-time conventional mode of delivery, which aims to prepare graduates for managerial and administrative duties in the tourism and hospitality fields. The key aspects of ITHM are satisfied both from the academic and practical perspectives.

The programme consists of 33 compulsory and 5 elective courses with 3 internship periods for practical training. Options of a final year project/ dissertation or an additional 2 electives/ language courses are offered to students. The limited elective courses available does not enable students' specialization flexibility.

As the programme is franchised with Cardiff Metropolitan University (UK), the EEC members are assured of wider quality assurance processes.

Programme Intended Learning Outcomes (PILOs) do not explicitly include International Tourism perspectives.

The learning outcomes (LOs) of majority of courses are not well specified and can be described as vague and unclear. Some courses have a longer list of LOs than the entire course content. This suggests that the staff is not completely familiar with the conceptualisation of the LOs and, therefore should be equipped to compose and formulate LOs in a more coherent manner. In some cases, the LOs are mixed with course objectives. The majority of courses do not include considerations of ethics, sustainability and responsibility- which are crucial in a contemporary tourism and hospitality management programme. For example, Introduction to the Tourism and Hospitality Operations [CHOS-100], ILOs do not correspond to a 4 year Bachelor degree programme. Marketing Principles [CMKT-100], ILOs should state what the student should be able to do at the end of the course. Sustainable Tourism [CTOU-312] course, the course purpose is not well-defined, a definition is not required. ILOs and course content do not align and the course content overlaps with Tourism Planning and Development [CTOU-320] course, which covers topics that do not belong to this course content. Special Interest Tourism [CTOU-300] course does not have well-defined course purpose and objectives.

Course content mixes tourism types with tourism forms [i.e. regional tourism is a type of tourism and not a form of tourism. Senior tourism is a type of tourism, not special interest tourism. Meetings, conferences and incentives [CHOS-300], the title of the course should be changed to MICE (Meetings, Incentives, Conferences and Events) tourism and the content of the course should be aligned with the current international practices and literature. Destination Management [CTOU-301], course content is not hierarchically well introduced. The ILOs do not correspond to the course content.

Through all the courses, learning outcomes have to be harmonised with the programme ILOs.

### 1.3 Public information

Public information is limited, for example the number of courses per semester is presented but not the content and the requirements of every course, a necessary information to the prospective students.

Internal regulations of the college are presented online, on the college's website. While the registration requirements are available, there is no link to the application form.

The QA policy should be presented on the college's website in order to illustrate the college's adherence to the required quality and regulatory frameworks.

### 1.4 Information management

The college has a coherent and ambitious management team, with a positive team spirit. There is a good balanced representation of gender and age.

The management has a clear vision for satisfying the demands of the job market. The college appears to have a sound approach to monitoring and disseminating students' attendance, study progression and retention data.

Students assess their satisfaction for each course, lecturer, and the support services offered by the college via online questionnaires. Results of the data analysis are shared and discussed internally and necessary actions are undertaken accordingly.

#### Strengths

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

- The existence of internal quality assurance team and especially the quality management system supported by manuals i.e. Quality Assurance Handbook.
- There is a strong international student body with a continued effort by the college to diversify its international recruitment.
- The three (3) compulsory paid periods of internship offered to students from the first year is essential to their professional awareness and growth.
- The overall commitment to good institutional governance and management has been demonstrated through investments.
- Excellent engagement with relevant corporate entities.

#### 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 Quality Assurance policy should be presented on the college’s website in order to illustrate the college’s adherence to the required quality and regulatory frameworks.
- Implementation of comprehensive and integrated PILOs with appropriate linkages from programme level to course level, down to assessment regimes.
- ILOs must be institutionalised, developed and implemented with broader staff involvement and stakeholder engagement ensuring explicit inclusion of Corporate Social Responsibility (CSR) and Ethics Responsibility and Sustainability (ERS) dimensions with course outline where appropriate.
- The college mission should be extended to demonstrate the research efforts already achieved by the younger members of the faculty.
- The EEC members recommend that the final year dissertation becomes compulsory for all students. This would enable the students to showcase their cumulated knowledge and practical experience of the programme.

**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	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.*

*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.*

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

The obligation of teaching staff is clearly stated in the Human Resources Handbook. Along the same lines, the students' rights and obligations are also presented in an analytical way in the Academic Handbook and Student Orientation Handbook.

The evaluation of the teaching staff is conducted via both a senior peer faculty member review and students' evaluation. All students participate in the evaluation. The student workload expectations meet standards although there is no difference in courses workload. All courses bear the same 6 ECTS, including electives. The programme offers two courses helping students to develop their research skills leading to an optional final year project/ dissertation, therefore the EEC members share the opinion that the added value of the programme would demonstrate the students' cumulated knowledge and practical experience.

### **2.2 Practical training**

The EEC members commends the college for including three periods of compulsory internships for all students on the programme. This supports the Cyprus tourism and hospitality industry's internship initiatives.

The students are monitored through the practical programme, but the students do not appear to be assessed via a written report, or assignment to evaluate their ability to incorporate theory to practice and vice versa. Therefore, the assessment of the ILOs is not achieved.

The students appear to be well-paid during their internship, although there were suggestions to broaden their job functions during the internship by rotations throughout different departments.

The practical component of the programme could be further enhanced by inviting guest speakers from the tourism and hospitality industry.

### **2.3 Student assessment**

According to the college reaccreditation application, students are assessed in a similar manner throughout all courses. However, during the site visit, the EEC members were presented with different course outlines that depict variations in assessments.

All necessary information concerning students' examination, graduation, promotion, are presented in a clear manner in the Academic Handbook. The students were aware of the assessment procedures and requirements.

## Strengths

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

- The students who met with the EEC members were enthusiastic and were highly complimentary of their degree programme and were grateful for the knowledge, opportunities and support offered by the college.
- The academic rigour appears to be aligned with international standards (minimum threshold to pass is 60%).
- Processes for complaints and grievances are clearly explained and available online.
- Students are assessed individually and in groups.

- The college offers student support policies where psychological consultations are available for appointments twice a week.
- Good balance of academic and practical dimensions of study have been incorporated in the programme.

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.*

- Alternative forms of assessments for students with learning difficulties are applied, but do not appear to be sufficiently documented.
- Consider the formal establishment of an External Advisory Committee consisting of industry members.
- Consider the formal establishment of an Alumni Association, in order to foster alumni engagement in the students' learning journey.

**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	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 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.*

### **3.1 Teaching staff recruitment and development**

From the college application, it is clear that they adapt specific and satisfactory recruitment policy, which is fully described in the Human Resources Handbook. The requirements in recruitment and promotion are clear and fair.

The EEC members met with a number of very promising faculty members who appear to be enthusiastic with vision, motivation and research orientation. The opportunity for staff to engage with Erasmus+ mobility is an advantage.

### **3.2 Teaching staff number and status**

The size and the qualifications of faculty currently meets standards. There is a very healthy balance of full and part-time staff, gender and age. Six of nineteen faculty members are PhD holders, it is considered by the EEC members as a positive development.

While it was not in the college written application, it became apparent during the site-visit that the faculty has a breadth of industry and corporate experience, which they use to ensure the relevance of the students' practical learning experience.

### **3.3 Synergies of teaching and research**

The EEC members met with research active staff who presented their research achievements that includes involvement in international research projects that resulted in peer-reviewed journals. Collaboration with regional institutions and international academic partners on developing a hospitality toolkit that informs pedagogy is highly commendable.

Access to the University of Cyprus library and their subscribed academic databases further supports academic and students' efforts in synergising teaching, learning and research.

### Strengths

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

- Committed and enthusiastic teaching staff members.
- Clear policies prohibiting any kind of staff discrimination.
- Good ratio of core full and part-time faculty, with a balanced representation of gender and age.

### 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.*

- Provide enhanced support/mentorship for currently less research-active faculty.
- Invite relevant industry practitioners as guest speakers on a regular basis for the programme.
- Formulate a research strategy at college level for all teaching staff to be engaged in research informed teaching.
- Encourage students to engage in research that informs practice through internships, and involvement with teaching staff and practitioners.
- Encourage teaching staff to actively participate in Erasmus+ exchange.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>3.1</b>	Teaching staff recruitment and development	Compliant
<b>3.2</b>	Teaching staff number and status	Compliant
<b>3.3</b>	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.*
- *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.*

In order to complete this section of the report, the EEC members evaluation is based on the college's application and the relevant annexes, the available information on the website and finally a brief meeting with six students enrolled in the course.

#### **4.1 Student admission, processes and criteria**

From the data collected it became clear that all the necessary information regarding the students' admission is clear and, available (on a college level) in a sufficient and satisfactory way. In the college's application the admission criteria are available. The same also applies in the case of college's website which is well designed with satisfactory information. Certain procedures for special needs applicants are in place in the ACADEMIC HANDBOOK, however during the site-visit, the need and awareness of an inclusion culture could be enhanced.

The programme has an internationally diversified student body which is commendable, bearing in mind the current geopolitical environment. International students represent circa. 80% of the student body.

#### **4.2 Student progression**

The college has established clear procedures and regulations for the students' progression. There is apparently a healthy student retention of 93-95% due to effective mentoring support (e.g. advisers). However, the EEC members were not provided with exact updated figures of student retention.

The college has clearly established procedures concerning student mobility for study or placement abroad via Erasmus+, that information are analytically presented in the college's website. However, immigration restrictions are not in favour of non-EU students.

### 4.3 Student recognition and 4.4 Student certification

The college has an analytic text - brochure with all the necessary information for its (prospective) students. In the Academic Handbook, the credit transfer procedure is well presented.

#### Strengths

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

- Favourable practical training (3 internships) is highly appreciated by the students.
- Available information handbooks (Academic Handbook and Student Orientation Handbook) aiming to guide students in their everyday life in the college, also presented in the college's website.
- The opportunity for students to transfer credits earned at other programs of the college or other Institutions (under restrictions) is considered as a positive development.
- The offering of complimentary career advisory services to the students and graduates.

#### 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.*

- Enhancement of the documentation and practice of non-discriminatory policy.
- Encourage students to engage with the Erasmus+ opportunity.

**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.*

#### 5.1 Teaching and Learning resources



The digital learning environment appears to be effective in providing students with materials regardless of their ability to attend classes. While relevant teaching software is in place, there is a need to consider staff requirements for enhanced delivery.

The college appears to be consistently establishing cooperations with relevant organisations that would enhance students' practical learning opportunities throughout the entire tourism value chain (casino resorts and restaurants).

## 5.2 Physical resources

The physical learning environment meets standards. The college has committed financial resources to expand on the current facilities and infrastructures. The training laboratories are well equipped and resourced. Classrooms are generous in size with a variety in capacity and flexibility, with technology to support remote learning.

There appears to be a lack of study areas in the library with limited opening hours for students.

## 5.3 Human support resources

The existence of experienced educators and regular evaluation meetings with the Academic Director enhances the already existing social and daily exchange of good practices. Through formal and informal meetings, the college improves team spirit, the teaching and learning environment.

## 5.4 Student support

The students were very satisfied with the support from the college and staff, in relation to their regular studies. International students could highly benefit from being introduced to fundamental Greek language and culture from the start of their studies.

The college has well established Student Complaint and Grievance Procedures which are available on-line.

### Strengths

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

Click or tap here to enter text.

- The use of online technology with advanced modes for following the lectures and practical demonstrations.
- The personal tutoring activities and a personal adviser appointed to every student.

### 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.*

- Extend opening hours of the library and study areas.
- Introduction to workshops on basic conversational Greek language and culture. Not credit bearing.





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 doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

### **6.1 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*

### **6.2 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.*

### **6.3 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>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

## 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.*

The EEC members are assured of wider quality assurance processes, as the programme is being franchised with Cardiff Metropolitan University (UK). Additionally, it has been observed that the college has a coherent and ambitious management team, with a positive team spirit. Research active staff presented their research achievements that includes involvement in international research projects that resulted in peer-reviewed journals, which the EEC members highly commends.

This report provides an in-depth analysis of the items that are recommended to the College for further development. These core recommendations are summarised as follows:

- Programme Intended Learning Outcomes do not explicitly include International Tourism perspectives.
- Implementation of comprehensive and integrated Programme Intended Learning Outcomes, with appropriate linkages from programme level to course level, down to assessment regimes.
- The final year dissertation should be mandatory for all students.
- Public information is limited, for example the number of courses per semester is presented but not the content and the requirements of every course. This is necessary information for prospective students.
- Enhance the documentation and practice of non-discriminatory policy.
- The formal establishment of an External Advisory Committee consisting of industry members.
- The formal establishment of an Alumni Association, in order to foster alumni engagement in the students' learning journey.
- Provide enhanced support/mentorship for currently less research-active faculty.
- Invite relevant industry practitioners as guest speakers on a regular basis for the programme.
- Encourage students to engage with the Erasmus+ opportunity.
- Introduce workshops on basic conversational Greek language and culture. Not credit bearing.
- Extend opening hours of the library and study areas.



## E. Signatures of the EEC

Name	Signature
<b>Theodoros STAVRINOUDIS</b>	
<b>Nevenka CAVLEK</b>	
<b>Wai Mun LIM</b>	
<b>Alexandros EVGENIOU</b>	
Click to enter Name	
Click to enter Name	

**Date:** 06/12/2023