**Doc. 300.1.3**

**Date: 10/04/2023**

# Feedback Report
# from EEC Experts

- **Higher Education Institution: Atlantis College**
- **Town: Liopetri, Ammochostos**

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

  **In Greek:**

  Διεύθυνση Επιχειρήσεων Φιλοξενίας και Τουρισμού (4 ακαδημαϊκά έτη, συν ένα προαιρετικό προπαρασκευαστικό έτος, 240 ECTS, Πτυχίο)

  **In English:**

  Hospitality & Tourism Management (4 academic years, plus an optional foundation year, Bachelor of Arts, 240 ECTS)

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

- **Programme's status:** New

- **Concentrations (if any):**

  **In Greek:** Concentrations
  **In English:** Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

## A. External Evaluation Committee (EEC)

| Name | Position | University |
|---|---|---|
| Andreas Papatheodorou | Professor, EEC Chairperson | University of the Aegean, Greece |
| Alexander Josiassen | Professor, EEC Member | Copenhagen Business School, Denmark |
| Anita Eves | Professor, EEC Member | University of Surrey, UK |
| Maria Christoforou | Student, EEC Member | University of Cyprus, Cyprus |

## B. Guidelines on content and structure of the report

*The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | Feedback comments |
|---|---|---|
| The EEC recommends that the College should:<br>- submit all work (not exams) for a plagiarism check. | All work is submitted through the plagiarism software via plagiarism.net | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations |
| . - revise programme learning outcomes to reflect degree level outcomes and also contemporary topics | Programme learning outcomes have been revised as per EEC suggestion  See appendix 1 | The EEC believes that the action taken by the College is in the right direction.  Nonetheless, the reference to MBA progression on page 2 of Appendix 1 should be amended to MA/MSc, as the former usually requires some years in industry experience in addition to a BA degree. |
| . - devise generic grade descriptors for each level of study to improve marking consistency and guide students in expectations | Generic Grade descriptors have been devised and included to improve marking consistency and guide student expectations see appendix 2 | The EEC believes that the action taken by the College is in the right direction.  Nonetheless, further differentiation is needed between Level 5 and Level 6 grade grids. |
| - include a programme-level measure of student satisfaction | Programme level measure has been included in the student satisfaction survey as recommended. See appendix 3 | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations |
| . - devise appropriate KPIs for the programme | Key Performance Indicators have been devised for the programme. See appendix 4 | The EEC believes that the devised Key Performance Indicators (KPIs) are not appropriately expressed as there is no target figure for any of the indicators.  There are no KPIs related to research. |
| - involve local industry contacts in further revisions to the programme to ensure it is fit for purpose. | Industry contacts have been involved in all revisions made to the programme to ensure it is fit for purpose | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.  Nonetheless, the College could have also provided evidence of such involvement (e.g. minutes of related meetings) |

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | Feedback Comments |
|---|---|---|
| The EEC recommends that Atlantis College should: - move to a 40% exam component allowing a wider range of other assessment methods to be used, thus meeting the needs of more students | Despite all comments, please note that the EEC found the College to be compliant in all sub areas under this section. The Internal Regulations of the College approved by the ministry of education state that for all programmes we have a 60% final exam component and a 40% continuous assessment component. | The EEC was initially led to believe there was more flexibility in the assessment, allowing a greater proportion of the mark to be assigned to items other than the final exam. In any case, the EEC believes that the action taken by the College is sufficient. |
| . - use the cafeteria as a practical learning opportunity in operations modules. | The cafeteria can be used for students to undertake practical training as a learning opportunity in the operations modules once the programme is approved. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations |
| - introduce an introductory module on events management. | An Introductory module on Events Management has been introduced see appendix 5 | The EEC welcomes the addition of an Events Management module. Nonetheless, the module descriptor is a bit ambiguous on whether students are expected to run an event. |
| - offer electives to students in final (and possibly 3rd) year to allow them to specialise in areas of interest. | Four Electives have been added in years 3 &4 in order to give students a choice to specialize in their area of interest, Tourism Management v Hospitality Management. See appendix 6 & 7 | The EEC believes that the action taken by the College is in line with the EEC's recommendations |
| - review all learning outcomes to ensure they are at the appropriate level and are written appropriately. - | Learning outcomes have been reviewed see appendix 9 | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations |
| - review set texts for currency and add lists of recommended journals to course reading lists. | Bibliographies reviewed and journals added such as Journal of Hospitality & Tourism Management as per recommendation of EEC see appendix 9 | The EEC welcomes the action taken by the College; in any case, journals should have been added in the bibliographies of most modules and not just in a few selected ones |
| - consider adding consumer behaviour as either a separate course or part of a marketing module | A Consumer Behaviour element has been added to the Marketing course as per the suggestion of the EEC see appendix 8 | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations |

## 3. Teaching staff
*(ESG 1.5)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | Feedback Comments |
|---|---|---|
| to undertake every possible effort to help existing members of staff to upgrade their educational level, including enrolling into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC would welcome an increased visibility of advertised positions in academic platforms such as the Trinet tourism and hospitality community https://tim.hawaii.edu/about-values-vision-mission-accreditation/trinet/, or internationally or academic job fora such as www.jobs.ac.uk, www.timeshighereducation.com, www.akadeus.com. | All faculty are encouraged to upgrade their educational level and the college policy allows for subsidization of the aforementioned.<br><br>Every attempt is made to recruit new academics who hold doctoral degrees.<br><br>We have already contacted Jobs UK to advertise for Faculty and this will hopefully yield new hires of academics with doctoral degrees. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. Nonetheless, the College could have also provided evidence of such involvement (e.g. email correspondence with jobs.ac.uk) |
| to support and coordinate research activities based on solid KPIs and to encourage publication in peer-reviewed academic journals of high calibre (at least Scopus-indexed) | Solid KPI's for the programme including Faculty & staff and their workload allows the possibility of research time release thereby supporting the faculty in their research endeavours both in terms of time release and subsidization and funding | As previous discussed, the EEC believes that the devised Key Performance Indicators (KPIs) in Appendix 4 are not appropriately expressed as there is no target figure for any of the indicators. Most importantly in the present context, there are no KPIs explicitly related to research. |

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | Feedback Comments |
|---|---|---|
| The process for evaluating transfer credit may be time-consuming and resource-intensive, requiring the college to review and evaluate many transferred courses. | Despite all comments, please note that the EEC found the College to be compliant in all sub areas under this section. The Academic Department undertakes the process for credit transfer and efficiently evaluates transferred courses based upon the internal regulations and where necessary. we seek advice from KYSATS. | The original comment made by the EEC was meant to constructively highlight issues related to the evaluation of credit transfer. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Difficulties in recruiting international students due to government policies and restrictions due to the COVID-19 pandemic. | We are now allowed to recruit a specific number of international students for this academic year | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The process for evaluating transfer credit may be subjective and may vary based on individual cases and the documentation provided, which could lead to inconsistency in the admissions process and potentially result in some students being unfairly denied transfer credit. | The process for evaluating transfer credits is an approved policy in our internal regulations approved by the Ministry of Education.<br><br>This is no way constitutes a subjective policy but is based upon a students' prior learning in a module with the provision of previous course descriptions as well as transcript of record. | The original comment made by the EEC was meant to constructively highlight issues related to the evaluation of credit transfer. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The requirement for transfer students to be accepted before or during the first month of the course may not be feasible for all students, particularly those who are transferring from institutions with different academic calendars. | This policy refers to the first month of each semester as per the approved internal regulations, therefore not restricting students who apply from institutions with different academic calendars. | The original comment made by the EEC was meant to constructively highlight issues related to the evaluation of credit transfer. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

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

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | Feedback comments |
|---|---|---|
| However, the EEC also sees challenges regarding the Learning Resources and Student Support at Atlantis College. For example, the library is not open 24 hours a day, which is important especially for students who work to finance their studies and therefore need extensive library opening hours. Additionally, tutoring services are only available during certain hours. Further, it is not clear if all services are available to all students or if there are any limitations on access. It is not fully specified how students can access these services or what the process is for seeking assistance or support. Further, the College expresses some concerns with the challenges of balancing competing needs and interests of students. University student life is less vibrant compared to other larger institutions, although events targeted at the local community help here. Moreover, while the College aims to foster an international atmosphere, and allow students the benefits of meeting new cultures and viewpoints (40% of current students are international), this is a challenge due to government policies and restrictions that have hurt international student numbers. | Despite all comments, please note that the EEC found the College to be compliant in all sub areas under this section.<br><br>However, in response to the EEC suggestions Atlantis college have revised the opening hours of the library and extended them. Please also note that students have access to digital online libraries 24 hours a day 7 days a week i.e Ebsco and Emerald.<br><br>Tutoring services are available by appointment with the appropriate faculty member. It should also be noted that students also seek additional assistance and support through Microsoft teams directly with their lecturer online at any time.<br><br>Social and cultural and charitable events are organized on a regular basis and open to all students to attend.<br><br>As mentioned above international student numbers should start to increase due to the restrictions being lifted post covid despite restrictive requirements for colleges. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Other simulation platforms than SABRE may be useful, such as booking simulations relevant to the hospitality sector and other hospitality-related systems used in the industry. | Addition of ASSD Hotel & hostel softwares is a web- based flexible and comprehensive hotel and hostel management software with regular updates and continuous developments and is **i**deal for chains, hotels and hostels of all sizes and | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

| | Cloudbeds as a hotel management platform which includes tools for managing reservations, availability, rates, distribution channels, payments, guests, housekeeping, and more. | |
|---|---|---|
| The College is advised to improve student-centred learning and flexible modes of learning and teaching when classes with physical presence resume. This is especially the case when many students must work part- or even full-time to fund their studies; among others, the scheduling of lectures should explicitly consider this to increase ease of attending | All programmes of study offered at Atlantis College have been approved only for a conventional mode of study ie face to face in class learning. Legally this cannot be adapted to cater for students who may have difficulty in attending classes due to work commitments. All prospective students are informed of the mode of study and the necessary attendance requirements by the Ministry of Education and the CYQAA. Additional support is however provided to all students via the learning platform Microsoft teams. | The original comment made by the EEC was meant to constructively highlight issues related to student-centred learning. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should consider expanding the library's hours to include evenings and weekends, as many students have busy schedules and may not be able to access the library during regular business hours. | Library hours have been extended following the EEC suggestions. Please also note that students have access to digital online libraries 24 hours a day 7 days a week i.e Ebsco and Emerald. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should consider offering more flexible tutoring hours or alternative methods of tutoring (e.g. online tutoring) to make it easier for students to access this service. | Tutoring hours are not specifically fixed and can be arranged on a one-to-one basis with the faculty. This service is openly and flexibly available to all students, no matter what their timetable. Use of the learning platform also aids in this respect. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should make it clearer to students how they can access the various learning resources and student support services offered by the College, including any eligibility requirements or processes for seeking assistance. | All college policies and support services are listed in the student handbook which is given to every student and they are also widely advertised on college noticeboards and on the learning platform which every student has access to. | The original comment made by the EEC was meant to constructively highlight issues related to accessibility to learning resources and student support services. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should work on creating a more vibrant university life for students by organizing more social and extracurricular activities on campus. | Extracurricular activities are organized on a regular basis to enhance the student experience. These are cultural, social and charitable events. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

| The College should consider ways to increase international student enrolment, such as by lobbying for more favourable government policies or offering more international student support services. | This was restricted due to covid and government policies in favour of universities over colleges. We now have the opportunity to accept international students with limits. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
|---|---|---|
| The College should make efforts to address the challenge of balancing competing student needs and interests, such as by seeking input from students on priorities and implementing policies or initiatives that address the most pressing issues. | Student input is already sought in various ways:<br>1. Student Union<br>2. Programme Review Committee representation<br>3. Quality assurance Committee representation<br>4. Personal Advisor feedback<br>5. Suggestion box | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College's alumni association seems to be rarely used | The College alumni system is constantly in use. Each year following graduation students are contacted regarding their employment. Alumni are also contacted through our career service as we receive several requests from local businesses for graduates in all areas.<br>Also, Alumni are continuously informed of all activities and events organized at the College and are invited to take part. | The original comment made by the EEC was meant to constructively highlight the importance of having a vibrant alumni association in continuous contact with the College. In any case, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Plagiarism tests are sometimes made, but all student work (except invigilated exams) should be tested for plagiarism. | All faculty to uniformly undertake plagiarism tests on all work submitted except the mid-term and final exam. | The EEC understands that the mid-term and final exams are invigilated and hence qualify for exemption from plagiarism tests. On these grounds, the EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

## 6. Additional for doctoral programmes
*(ALL ESG)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
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## 7. Eligibility (Joint programme)
*(ALL ESG)*

| Areas of improvement and recommendations **by EEC** | Actions Taken by the Institution | For official use Only |
|---|---|---|
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ΔΙΠΑΕ CYQAA
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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## C. Conclusions and final remarks

| Conclusions and final remarks **by EEC** | Actions Taken by the Institution | Feedback Comments |
|---|---|---|
| The implications of Atlantis College´s strategic decision to introduce its first BA Programme in Hospitality and Tourism Management (stepping beyond its traditional Diploma and Higher Diploma programme delivery) for its necessary institutional transformation; | This is not Atlantis College first BA programme. We offer an accredited Bachelor Degree in Aesthetics since 2017 | The original comment made by the EEC was meant to constructively highlight the challenges emerging from the introduction of a BA programme in Hospitality and Tourism |
| The role of (active, practice- focused) research (academic output-oriented) activities and experiential (practical) learning based on solid KPIs; | The College encourages and promotes this based on solid KPI's | As previous discussed, the EEC believes that the devised Key Performance Indicators (KPIs) in Appendix 4 are not appropriately expressed as there is no target figure for any of the indicators. There are no KPIs explicitly related to research. |
| The development of a clear strategy that will effectively enable the College to attract and compensate (international) faculty (competitive, cost-of- living adjusted wages) with the necessary qualifications for high quality delivery of BA programmes and related research (in terms of both time and output). | The College undertook a feasibility study and took advice from Industry regarding the submission of this programme based upon its strategic plan for the next 5 years. The EEC suggestion to advertise to engage international faculty has been adopted by the College. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should formalize and explicitly identify how the different learning pedagogies and assessment methodologies link to Learning Objectives, of which there was ample (informal) proof: rationalize the number of learning goals and objectives, while at the same time more explicitly linking those Learning Objectives and Learning Goals with respect to sustainability/resilience, diversity, inclusion, etc. (in short, the United Nations' Sustainable Development Goals) would do justice to what the College de facto delivers. | Learning goals and objectives have been formalized and adapted following EEC recommendations always bearing in mind No 4 of the UN Sustainable development goals of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should carefully study the implications of having | Adoption of two semester entry to the programme- Fall and Spring intakes in order to achieve economies of scale | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

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| three (3) entry points per academic year as the possible delivery of several modules (i.e., those with prerequisites) thrice per academic year may result in a loss of scale economies and deny valuable time from academic staff that can be invested towards reading for a PhD degree and/or producing solid, peer reviewed research outputs and/or participating in bids for external funding. Moreover, the College should carefully redesign its curriculum to consider issues of sectoral contextualization of generic modules; to introduce several elective modules in the third and especially the fourth year of study; and to consider the introduction of two streams/specializations in the third and fourth year of study (e.g., Tourism Management and Management of Hospitality Enterprises). | and further increasing availability of faculty and therefore time for research activities<br><br>Elective modules have been introduced in the 3rd and 4th year for more specific study in Tourism and in Hospitality See appendix 6 & 7. | |
| Finally, the EEC is somewhat concerned about the choice of students/graduates who were selected to be a part of the evaluation/accreditation process. If all the students are scholarship holders, and/or have dual roles (i.e., as both students and employees) at Atlantis College, then it is questionable how objective these students can really be since they are not the typical student at the College. | The choice of graduates to meet with the EEC were chosen due to availability and those who wished to partake. A selection of students were chosen from various programmes and alumni. One member of the alumni is now also a lecturer on another programme , and this was the only person to have what could be described as a dual role. It should also be noted here that as part of our commitment to assisting students with the ability to continue into higher education we offer payment plans and need based financial assistance to those who are approved with evidence-based criteria. This is usually seen as an advantage and shows our commitment to our student body. In no way does this question their objectivity about their student experience. | The original comment made by the EEC was meant to constructively highlight the potential conflict of interest issues that may arise during the selection of students/graduates who participate in the evaluation /accreditation process. We welcome the College's comment that the objectivity of the students / graduates in question has not been compromised. |

## D. Signatures of the EEC

| Name | Position | Signature |
|---|---|---|
| Andreas Papatheodorou | Professor, EEC Chairperson | |
| Alexander Josiassen | Professor, EEC Member | *Alexander Josiassen* |
| Anita Eves | Professor, EEC Member | |
| Maria Christoforou | Student, EEC Member | |

**Date:** 10/04/2023