

Doc. 300.1.4

Date: 07/10/2024

# Follow-up Report

(for a CYQAA accredited  
Institution/Department/  
Programme of study)

- **Higher Education Institution:** College of Tourism and Hotel Management
- **Town:** Nicosia
- **Type of Evaluation:** Programmatic
- **Accredited on CYQAA Council's Summit Number:** 100
- **Date of Accreditation:** 11/12/2023

**If applicable:**

- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme of Study Name (Duration, ECTS, Cycle)**

**Programme** Level of studies

**In Greek:**

Ξενοδοχειακή Διοίκηση (2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα)

**In English:**

Hotel Administration (2 academic years, 120 ECTS, Diploma)

- **Programme's type:** Conventional
- **Language (s) of instruction:** English



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





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 (CYQAA), 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] and the European Standards and Guidelines (ESG).

## A. Internal Quality Assurance Committee

<i>Name</i>	<i>Position</i>	<i>Rank</i>
<b>Savvas Adamides</b>	Director	University
<b>Antonis Thrassou</b>	Academic Director	University
<b>Andreas Christoforou</b>	Course Coordinator	Senior Lecturer
<b>Susan Elfving</b>	Course Coordinator	Lecturer
<b>Chrysostomos Adamides</b>	Director of Business Development	Senior Lecturer
<b>Roxana Michaelides</b>	Position	Senior Lecturer
<b>Lefteris Colocassides</b>	Position	Senior Lecturer
<b>Elena Stavrou</b>	Administration	Registrar
<b>Anastasiia Halai</b>	Student Union representative	Student

## B. Guidelines on content and structure of the Follow-up Report

- *CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited institution / department / programme of study. The present Follow-up Report should recount, synoptically, institutional action taken toward the implementation of the remarks indicated in the CYQAA Final Report.*
- *The Follow-up report should provide evidence (via website links) and appendices at the end of the report on how the remarks of the Council of CYQAA have been adhered to.*
- *The remarks indicated in the CYQAA Final Report should be copied from the corresponding report and be followed by the institution's response.*
- *The institution may add any other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.*

## 1. Remarks on the CYQAA Final Report

Until the beginning of the Fall semester 2024-2025, the institution must:

- Revise the Key Performance Indicators (KPIs) for the programme.
- Proceed with the necessary changes in the curriculum, as it was suggested by the external evaluation committee, in order to increase the number of courses that are directly related to the programme. It should be noted that courses in the English language should be offered only in two semesters for the total duration of the programme.
- Ensure that the programme is delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach, according to the announcement of the Agency concerning Student-centred learning, teaching and assessment, dated 23 April 2021 (<https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/581-23-04-2021-student-centred-learning-teaching-assessment>).

## 2. Institution's Response

The Key Performance Indicators (KPIs) for the programme have been revised per the meeting of the Internal Quality Assurance Committee and are presented as **ANNEX 1** to this report.

The changes in the curriculum suggested by the external evaluation committee, have been adopted. The 2 new modules are presented as **ANNEXES 2 and 3** to this report.

In our effort to implement Student-Centered Learning strategies and approaches in our teaching, the College has undertaken the following actions:

- The IQAC has established Clear Objectives of implementing Student-Centered Learning strategies and approach in our teaching (Please refer to the IQAC Meeting Minutes)
- Moreover, we have supplied lecturers with teaching materials and resources that support student-centered approaches, such as active learning tools, case studies (Please refer to the IQAC Meeting Minutes)
- The College has signed an agreement with **GearEducation** (Please refer to the IQAC Meeting Minutes). This is presented as **ANNEX 4** to this Report.
- To enhance the learning experience in our computer lab, we have recently acquired a new server for our academic institution. This server was used to install the **Hotelware PMS** hospitality system provided by **Theova UHS Enterprise Solutions Ltd.**, a platform widely adopted within the hospitality industry. Furthermore, we arranged specialized training for our academic staff with Theova's support team, ensuring that our educators are well-equipped to utilize the system effectively. For further information regarding the system and how it relates to student-centered learning, please refer to the relevant part below. Please note that the proforma Invoice by Theova Systems is presented as **ANNEX 5**.
- We have recently entered into a partnership with **AMADEUS Systems (ANNEX 6)**, a comprehensive platform used primarily by travel agencies and airlines to manage bookings, reservations, inventory, and other travel-related services. When in Training Mode, the Amadeus system allows users to practice and learn how to use the system without affecting live data or actual bookings. While not directly related to the specific programme of study (excluding Hospitality Reservations), The collaboration is a testament to our proactive approach in integrating cutting-edge tools and resources to support our educational missions, and exemplifies our institution's dedication to implementing student-centered learning methodologies. A member of Staff (Susan Elfving) has successfully completed the Amadeus training in December 2023 (**ANNEX 7**).
- We have also entered into an agreement with **Powersoft Computer Solutions**. We attach the offer by Powersoft as **ANNEX 8**. Their accounting simulation software provides an interactive, hands-on educational experience. It allows students to actively engage with real-world accounting scenarios, fostering a deeper understanding of accounting principles through practical application. By simulating actual business environments, students can develop critical thinking and problem-solving skills, enhance their financial literacy, and gain valuable experience in managing financial data. The

software's user-friendly interface and customizable modules ensure that students can learn at their own pace, receive instant feedback, and apply theoretical knowledge in a practical context, making learning both effective and engaging. Two members of staff (Antonis Thrassou & Andreas Christoforou) have completed the relevant train-the-trainer session and the software will be used in the relevant chapters of the accounting modules.

## **FURTHER INFORMATION ON COMPUTER SYSTEMS**

### **AMADEUS in Training Mode**

One of the primary benefits of Training Mode is its simulation environment. This allows students to engage with the system in a way that mirrors real-world operations, including booking flights, making hotel reservations, and managing customer data. By providing a realistic yet risk-free setting, Training Mode ensures that students can become familiar with the system's functionalities and workflows, significantly reducing the likelihood of errors in the live environment.

Training Mode serves as an essential learning and practice tool. It is designed to help students understand how to navigate the Amadeus system efficiently. Through hands-on practice, students can experience various scenarios and transactions they are likely to encounter in their work life.

A significant advantage of Training Mode is the ability to handle errors and learn corrective measures, which is a critical aspect of the learning process. Understanding common issues and troubleshooting methods in a controlled setting helps students become adept at handling similar situations in the live system in the future.

Moreover, it provides access to all the features and functions available in the live system, which allows students to explore and become familiar with new functionalities and updates and better understand how to utilize the Amadeus system to its fullest potential. The interface is designed to be user-friendly, often including additional resources such as tutorials, guides, and step-by-step instructions. These resources aid students in their training journey, making the learning process smoother and more efficient. The availability of such support materials ensures that students can quickly find answers to their questions and continue their learning without significant interruptions.

Furthermore, the training environment includes a feedback mechanism that provides students with assessments of their performance. These assessments highlight areas where students excel and identify aspects that need improvement.

### **Hotelware PMS (by Theova UHS Enterprise Solutions Ltd)**

Incorporating the Hotelware PMS into hospitality education aligns seamlessly with student-centered learning principles. By offering practical, real-world simulations of hotel management scenarios, the system allows students to actively apply theoretical knowledge, deepening their understanding and retention of complex concepts. Its interactive nature keeps students engaged, making the learning process dynamic and enjoyable.



The flexibility and configurability of the Hotelware PMS enable personalized learning experiences, allowing students to focus on areas needing improvement and progress at their own pace. This tailored approach maximizes each student's potential and caters to different learning styles.

Furthermore, the real-world application of the PMS effectively prepares students for future careers in hospitality by providing a realistic preview of industry operations. This practical experience bridges the gap between theoretical knowledge and practical application, equipping students with the necessary skills and confidence for smooth transitions from education to employment.

Finally, its integrated nature fosters collaboration among students, an essential component of student-centered learning. Through group projects and team-based problem-solving exercises, students develop vital soft skills such as teamwork and communication.

The minutes from the relevant meetings of the Internal Quality Assurance Committee are presented as **ANNEXES 9 & 10** to this report

### C. Other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.

The college places special emphasis on ESG. It actively encourages staff members to participate in seminars and certifications relating to ESG issues both to raise awareness but also to implement lessons learned wherever possible within the institution and the curricula. The below table includes participation of staff members to such ESG-related events.

MONTH	TYPE / VENUE	TITLE	ORGANISER	PARTICIPANTS
February 2024	Online Course	Digital Upskilling	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Online Course	Energy Management	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Online Course	Stakeholder Engagement	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Online Course	Food Waste Management	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Online Course	Waste Management	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Online Course	Water Management	I-Stars (Co-funded by the European Union)	Lefteris Colocassides, Antonis Thrassou
February 2024	Seminar Cardet Offices	Φύλο και Εκπαίδευση: Προς Μια Κοινωνία Ισότητας.	Cardet	Constantinos Adamides
February 2024	Seminar, Hilton Hotel	"Διαμορφώνοντας οικονομικά ανθεκτικά άτομα - Η σημασία της δια βίου μάθησης για την ενίσχυση της χρηματοοικονομικής παιδείας"	ΤΕΠΑΚ με την υποστήριξη του College of Business Studies (CBS) Cyprus. Χρηματοδοτήθηκε από το Ίδρυμα Έρευνας και Καινοτομίας (ΙΔΕΚ) και το Πρόγραμμα «Νησιίδες Αριστείας»	Mr. Savvas Adamides
June 2024	Online Webinar	Ο ρόλος των εκπαιδευτικών στη διαχείριση "ευαίσθητων ζητημάτων" παιδικής/εφηβικής σεξουαλικότητας	U.A.G.C. (Universal Admission Gate Cyprus)	Constantinos Adamides
June 2024	Forum Parklane Hotel, Limassol	Empowering Youth for Sustainable Futures: Entrepreneurship Education and Youth Engagemen	Ministry of Education, Sport and Youth, the UNECE (UN Economic Commission for Europe), Swiss Government and UNEP (UN Environment Programme)	Antonis Thrassou, Andreas Christoforou, Pandelis Mitsis.

Moreover, as noted in our newly submitted Institution Rules & Regulations (September 2024), the following changes have been applied:

An Ethics committee has been established and its main functions and have been agreed as follows:

- To Draft policies in all Ethical matters, including but not limited to work ethics, equality for all College members, sexual misconduct etc.
- To Outline procedures to ensure above policies are both acknowledged and adhered to by all members.

- To review both the policies and their application taking into consideration changes in applicable legislation
- To take action in cases of deviation (or suspicion or complaint of deviation) from said policies. It was noted here that the Standard of Proof to find a violation of College policy is the preponderance of the evidence, i.e. a decision of responsibility for a policy violation will be made on whether it is more likely than not that the respondent violated the policy based on the totality of information gathered during the investigation.

Upon establishment of the committee, the Ethical Framework of the College was established in terms of rules and guidelines to be followed by all members of the College Community. A list of established guidelines was agreed, and it was decided that all pertinent information relating to the below - including scope and guiding principles of each – will be (and has been) been included in the Student Handbook, Faculty Handbook and Prospectus, where applicable:

- Standards and Code of Conduct
- Anti-discrimination (Equality) Policy
- Harassment & Sexual Harassment Policy
- Reporting Complaints & Policy Violations and Confidentiality
- Academic Dishonesty –Plagiarism

Since then, the committee has convened a few times and has taken action initiatives.

For example, a meeting was held in June 2024 to discuss actions taken / to be taken following the receipt of the Circular for the National Horizontal Action Plan for the prevention and treatment of violence in sports venues by the Directorate of Higher Education of the Ministry of Education, Sports and Youth. The relevant meeting minutes with all relevant decisions is presented as **ANNEX 11** to this report.

We are also including as **ANNEXES 12 & 13**, the minutes of two meetings held by the committee with the purpose of promoting the goal of gender equality.

As an institution – although this has always applied – we have included in our Rules & Regulations a specific sentence regarding Entry Requirements, as follows:

*“Individuals of both sexes are accepted at the school, both locals and foreigners without any discrimination concerning race, religion, sex, special needs, age, sexual orientation or ethnic origin as long as they have graduated from a secondary education school with at least six years’ duration of studies or possess another equivalent certificate”.*

We have also added a new section “College Policies on Student Contact and Ethics” in which we included an Anti-discrimination (Equality) Policy and a Harassment & Sexual Harassment Policy.



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Finally, we have added in the Responsibilities of the Faculty Association of the College a stipulation that *“The Association upholds and promotes ethical standards in teaching, research, and faculty conduct. It addresses issues related to academic integrity and provides guidance on professional behavior”*.

**D. Signatures of the Internal Quality Assurance Committee**

<i>Name</i>	<i>Signature</i>
<b>Savvas Adamides</b>	
<b>Antonis Thrassou</b>	
<b>Andreas Christoforou</b>	
<b>Susan Elfving</b>	
<b>Chrysostomos Adamides</b>	
<b>Roxana Michaelides</b>	
<b>Lefteris Colocassides</b>	
<b>Elena Stavrou</b>	
<b>Anastasiia Halai</b>	

Date: 07/10/2024

