



Doc. 300.1.2

Date: 28.05.2024

Higher Education Institution's Response

- **Higher Education Institution:**
Global College
- **Town:** Nicosia
- **Programme of study**
-Name (Duration, ECTS, Cycle)

In Greek:

Διοίκηση Φιλοξενίας και Τουρισμού (4 Έτη, 240 ECTS, Πτυχίο)

In English:

Hospitality and Tourism Management (4 Years, 240 ECTS, Bachelor of Arts)

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

In Greek: Concentrations

In English: Concentrations



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



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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].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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	For Official Use ONLY
<p>The description of the courses content is insufficient and superficial. There are multiple issues in the application; inconsistencies, duplications, and typographical errors should be eliminated. The implementation of clear and qualitative guidelines on syllabi writing is deemed necessary.</p>	<p>To address the concerns about course content descriptions and the issues within the application we have reviewed the content of a number of courses, and made adjustments (see Appendix 20):</p> <ul style="list-style-type: none"> ▪ HTA 001 - Introduction to Hospitality and Tourism ▪ HTA 004 - Front Office Operations ▪ HTA 005 - Food and Beverage Management ▪ HTA 009 - Professional Communication for Hospitality and Tourism ▪ BBM 002 - Principles of Accounting I ▪ HTA 002 - Operations Management for Hospitality ▪ HTA 006 - Housekeeping and Maintenance Management ▪ BBM 020 - Introduction to Sociology ▪ BBM 021 - Strategic Management ▪ HTA 011 - Facilities Layout and Design ▪ HTA 020 - Final Project 	<p>Choose level of compliance:</p>
<p>The EEC suggest that the quality assurance policy should be presented on the college's website.</p>	<p>Taking into consideration the recommendation, we have added the College's quality assurance policy on our website. Please see: https://globalcollege.ac.cy/ under the main menu <i>Admissions Policies & Guides</i> OR follow the link https://globalcollege.ac.cy/internal-quality-assurance/</p>	<p>Choose level of compliance:</p>
<p>The establishment of a Programme Review Committee and External Advisory Committee could ensure the quality of the offered programme.</p>	<p>The College's monitoring and review strategy (as part of the Quality Assurance Policy) is very specific, to ensure that we maintain high standards in academic delivery, student services, and operational efficiency. There is a Quality Assurance Committee responsible for overseeing the monitoring and review processes, including senior management, faculty representatives, administrative staff, and student representatives.</p> <p>There is an industry engagement, placement and professional practice interaction across the programmes offered by the College. This is one of our strengths upon which this programme can capitalize to help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. Collaborations with the local tourism industry associations enrich the programme; such opportunities for potential engagement were also mentioned during the evaluation meeting.</p>	<p>Choose level of compliance:</p>

	<p>Various mechanisms are utilised to collect data (surveys, benchmarking, KPI's etc.), monitor (reports, reviews, etc.), and evaluate our programmes. We involve our industry partners and other stakeholders throughout this process and take into consideration their suggestions and the industry trends, to either enrich or upgrade our programmes.</p> <p>An effective monitoring and review strategy is essential for the College to achieve its mission and goals. By systematically collecting and analyzing data, engaging stakeholders, and implementing continuous improvement processes, the College ensures it provides high-quality education and services</p>	
<p>An improved feasibility study for the programme under evaluation would be welcomed.</p>	<p>The hospitality and tourism industry in Cyprus is a critical component of the island's economy, known for its picturesque landscapes, rich history, and favorable climate. Here's an overview of the sector:</p> <ul style="list-style-type: none"> ▪ Tourism Trends: Cyprus attracts millions of tourists annually, with a significant influx from the United Kingdom, Russia, Israel, Germany, and Greece. In recent years, efforts have been made to diversify tourist demographics, attracting visitors from other parts of Europe and beyond. The peak tourism season runs from April to October, with July and August being the busiest months. Efforts are ongoing to promote Cyprus as a year-round destination. ▪ Accommodation and Hospitality Services: Cyprus offers a wide range of accommodations, from luxury resorts and boutique hotels to budget-friendly options. Popular areas include Paphos, Limassol, Ayia Napa, Protaras, and the capital, Nicosia. The rise of Airbnb and other vacation rental platforms has provided tourists with alternative lodging options, enhancing the hospitality landscape. ▪ Attractions and Activities: Cyprus is rich in history with UNESCO World Heritage Sites like the Tombs of the Kings and the ancient city of Kourion. The island's museums, ancient ruins, and Byzantine churches attract history enthusiasts. The island's diverse landscapes include stunning beaches, the Troodos Mountains, and Akamas Peninsula. Outdoor activities such as hiking, cycling, and diving are popular. Cyprus hosts various cultural festivals, music events, and local celebrations, enhancing the visitor experience. Notable 	<p>Choose level of compliance:</p>

	<p>events include the Limassol Wine Festival and the Carnival.</p> <ul style="list-style-type: none"> ▪ Gastronomy: Cypriot cuisine, with its blend of Greek, Turkish, and Middle Eastern influences, is a significant draw for tourists. Local dishes like souvlaki, halloumi, and meze are popular. Cyprus has a growing reputation for its wine industry, with several wineries offering tours and tastings, especially in the Troodos region. ▪ Infrastructure and Accessibility: Cyprus is well-connected with two international airports in Larnaca and Paphos. Public transport includes buses, but car rentals are a popular choice for tourists. Recent investments in infrastructure, such as marina developments in Limassol and Ayia Napa, aim to enhance luxury tourism offerings. ▪ Challenges and Opportunities: Balancing tourism growth with environmental sustainability is a critical challenge. Initiatives to promote eco-friendly tourism and protect natural resources are increasingly important. Developing niche markets such as wellness tourism, agritourism, and sports tourism helps mitigate the risks associated with over-reliance on traditional sun-and-sea tourism. While Cyprus is generally stable, the political situation with the division of the island presents unique challenges and opportunities for cross-border tourism initiatives. ▪ Economic Impact: Tourism is a major economic driver, contributing significantly to GDP and employment. The sector supports a wide range of businesses, from hospitality services to local crafts and retail. The future of Cyprus's hospitality and tourism industry looks promising with strategic efforts focused on sustainable growth, diversification of offerings, and enhancement of the visitor experience. Government policies and private sector initiatives aim to maintain Cyprus as a competitive and attractive destination in the global tourism market. <p>Cyprus's blend of historical heritage, natural beauty, and modern amenities makes it a unique and attractive destination for travelers. Continuous efforts to innovate and address challenges will ensure that the hospitality and tourism sector remains a vital part of the Cypriot economy.</p> <p>Studying hospitality and tourism opens many career doors. It is about people since relationships and people are a big part of business. There are many areas of hospitality and tourism -</p>	
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	<p>understanding the different divisions and how they all come together, coupled with good communication skills – that will help grow those relationships.</p> <p>We invest a lot in partnerships as they are the most important means of our direct connection with the labor market. Our institution collaborates with a variety of organizations, thus giving employment opportunities to our students. For each program of study, there is a direct link with the market, which strengthens our position in the work environment, reduces risk, and increases the sustainability potential of our programs. Regarding the program under evaluation, our Institution cooperates and/or has signed agreements and protocols of cooperation with organizations directly related to the specific sector.</p> <p>Upon completion of the program, the graduates will be able to work in a variety of hospitality and tourism industry sectors, both locally and abroad. Some of the areas of employment are Food and Beverage Management, Hotel and Resort General Manager, Front Office Manager, Reservations Supervisor, Assistant Hotel or Restaurant Manager, Marketing and Sales Director, Events Planners, Travel Agents, National Tourism Organisations, Hospitality and Tourism Marketing Associations, Agritourism Establishments, etc.</p>	
<p>Practical training offered should be enriched and enhanced. The internship ECTS awarded must be associated with an essay or report</p>	<p>A new Internship Guide and student logbook are introduced (see Appendix 12) with a commitment of the three parties (student, employer, and the internship supervisor) which includes the student's monthly reporting, supervisor's detailed assessment and reporting, and internship coordinator's overall assessment and reporting.</p>	<p>Choose level of compliance:</p>
<p>The distribution of courses across semesters does not adhere to a logical progression of scientific knowledge. For example: Advanced courses such as Organizational Behavior, Business Research Methods and Introduction to Public Relations appear in the first two semesters. In the early semesters, students must be taught hospitality and tourism foundation courses. For example, Introduction to Hospitality and Tourism must be a first-semester course.</p> <p>Along the same lines, offering Human Resources Management before Principles of Management is not logical programme design that supports student learning needs. Principles of</p>	<p>The programme has been restructured, and a new semester distribution has been set (see Appendix 1). Tourism and Hospitality Administration courses will be mainly taught during the first and second semesters. Moreover, the same philosophy follows in the third and fourth semesters.</p> <p>The course BBM 004 - Research Methods will be taught in G' semester, and BBM 001 - Organizational Behavior in E' semester. In addition, the course HTA 001 - Introduction to Hospitality will be taught in A' semester.</p> <p>The course of BBM 012 - Principles of Management is available as part of the Business, Hospitality & Tourism Administration Elective Courses (see Appendix 13), and all Elective courses will be delivered during the last three semesters. The course of BBM 008 - Human Resources</p>	<p>Choose level of compliance:</p>

Management must be taught in the first year.	Management will be taught during E' semester see course distribution (see Appendix 1).	
The EEC suggests that certain general compulsory courses, such as Introduction to Psychology, be substituted with courses that offer more direct benefits to students and align more closely with the programme's learning outcomes	Taking into consideration the EEC suggestion the course BBM 013 - Introduction to Psychology has been replaced by the course BBM 022 - Business & Society (see Course purpose and objectives, learning outcomes, and Course content) (see Appendix 19), a course which is much more closely with programme's learning outcomes (see Appendices 1 & 13).	Choose level of compliance:
The EEC members note that some crucial courses are missing (i.e. Tourism economics, Innovation and entrepreneurship in tourism and hospitality, CSR and ERS issues (ethics, responsibility, and sustainability)).	<p>Taking into consideration the EEC's recommendations, the following Tourism courses have been added as core:</p> <ul style="list-style-type: none"> ▪ HTA 016 - Introduction to Travel and Tourism (see Appendix 4), (see Course purpose and objectives, Learning outcomes, and Course content.) The course will be taught by Mr. Athos Savva [CV attached] (see Appendix 5) and [see Appendix 11]. ▪ HTA 017 - Entrepreneurship in Hospitality and Tourism, (see Appendix 6) (see Course purpose and objectives, Learning outcomes, and Course content.) The course will be taught by Mr. Nicos Magos [CV attached] [see Appendix 7] and [see Appendix 11]. ▪ HTA 018 - Marketing for Hospitality and Tourism, (see Appendix 8), (see Course purpose and objectives, Learning outcomes, and Course content.) The course will be taught by Mr. Nicos Magos [CV attached] [see Appendix 7] and [see Appendix 11]. ▪ HTA 019 - Innovation & Creativity in Hospitality & Tourism (see Appendix 9), (see Course purpose and objectives, Learning outcomes, and Course content.) The course will be taught by Mr. Nicos Magos [CV attached] [see Appendix 7]. <p>Moreover, the course BBM 015 - Business Ethics is part of the programme as core, and the courses of BBM 052 - Corporate Social Responsibility, and HTA 013 - Sustainable Tourism as independent courses are available as part of the Business, Hospitality & Tourism Administration Elective Courses (see Appendix 13).</p> <p>By implementing the accurate and valuable recommendations coming from the EEC, the above additions and upgrades have essentially improved the programme.</p>	Choose level of compliance:
The design of the course should consider prerequisites, for example Principles of Accounting II should have as a prerequisite Principles of Accounting I.	The course BBM 007 - Principles of Accounting II has a prerequisite for BBM 002 - Principles of Accounting I and will be delivered during the third and fourth semesters (see Appendices 1 and 14). Moreover, HTA 017 - Entrepreneurship in	Choose level of compliance:

	<p>Hospitality and Tourism (see Appendix 6), has a prerequisite to the course HTA 016 -Introduction to Travel and Tourism (see Appendix 4).</p> <p>In addition, the course HTA 003 - Restaurant Management (see Appendix 15) has a prerequisite for the course HTA 015 - Food and Beverage Service (see Appendix 2) which will be taught by Mr. Souroupis Loizos [CV attached] (see Appendix 3) and [see Appendix 11]. Furthermore, the course HTA 008 - Meeting and Event Management (see Appendix 16) has a prerequisite for the course HTA 001-Introduction to Hospitality and Tourism (see Appendix 4).</p> <p>Furthermore, the following courses which were initially submitted in the application, HTA 020 - Final Year Project (see Appendix 20) has a prerequisite of BBM 004 - Business Research Methods, BBM 009 - English for Hospitality II has a prerequisite of BBM 003 - English for Hospitality I, BBM 019 - Principles of Macroeconomics has a prerequisite BBM 014 - Principles of Microeconomics.</p>	
<p>The course Business Research Methods should be offered closer to the final project stage. A module that addresses academic skills could instead be introduced in the first semester (rather than expect business research methods to serve this purpose).</p>	<p>Taking into consideration the recommendation, the course BBM 004 - Business Research Methods will be taught during semester G' (see Appendix 1) and [see Appendix 17], before the course HTA 020 - Final Project in semester F'.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The internship is not assessed however there is a report that is more of a log rather than a profound in-depth reflection of what has been learnt and summarises key takeaways from the experience. The college should consider the assessment of an internship report or essay.</p>	<p>As reported above, a new Internship Guide and student logbook are introduced (see Appendix 12) with a commitment of the three parties (student, employer, and the internship supervisor) which includes the student’s monthly reporting, supervisor’s detailed assessment and report, and internship coordinator’s overall assessment and report</p>	<p>Choose level of compliance:</p>
<p>The assessment methods of the courses are currently identical. The EEC expected some variation in assessment according to the needs of each course</p>	<p>The current assessment method is currently applied throughout all the programmes offered by the College. However, the mid-term (ongoing assessment) grade, varies in each course. Implementing various strategies throughout the semester such as mid-term exams, mini quizzes, assignments, projects, presentations, or discussions is an excellent way to support continuous learning. Specifically, we guide them to have a variety of the following:</p> <p>Mini Quizzes: Administer short quizzes regularly, such as weekly or bi-weekly. These quizzes can focus on specific security topics or concepts recently covered in class. They should use them as formative assessments to gauge student understanding and identify areas that may need additional reinforcement.</p> <p>Assignments: Assign regular problem sets to reinforce security concepts learned in class. They could provide timely feedback on assignments to help students understand their strengths and areas for improvement.</p> <p>Projects: Assign projects that require students to apply their knowledge to real-world security scenarios or solve complex problems. Break down larger projects into smaller milestones with checkpoints throughout the semester. They should provide opportunities for students to present their projects to the class, fostering communication and presentation skills.</p> <p>Presentations and Discussions: Incorporate presentations or group discussions into their classes to encourage active participation and critical thinking. They should assign topics related to the course material and have students present their findings or lead discussions. Also, they should encourage peer feedback and constructive criticism to promote collaboration and learning from each other.</p>	<p>Choose level of compliance:</p>

	<p>Online Tools and Platforms: Utilize Moodle for administering quizzes, assignments, or discussions. The LMS can provide instant feedback to students and streamline the grading process for instructors.</p> <p>By incorporating a variety of ongoing assessments throughout the semester, they create a more dynamic learning environment that supports continuous engagement and growth for their students</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>A very large number of the staff are part-time.</p>	<p>It is a fact that eleven (11) out of twenty-three (24) are part-time staff. The proportion of part-time academic staff, as opposed to full-time, is both a strategic choice and a reflection of broader trends in higher education. The prevalence of part-time academic staff in our institution is influenced by several key factors, each contributing to the dynamic and flexible nature of our educational environment.</p> <p>Part-time faculty bring specialized knowledge and current industry experience to the classroom, enriching the curriculum and providing students with practical, real-world insights. Also, part-time staff can offer courses at various times, including evenings and weekends. Part-time positions can attract professionals who are active in their fields but also passionate about teaching. This can lead to a richer educational experience for students who benefit from the latest industry practices and trends. For many individuals, part-time roles serve as a steppingstone to full-time academic careers, allowing them to gain valuable teaching experience and integrate into the academic community. Moreover, part-time academics often teach courses across different departments, promoting interdisciplinary learning and collaboration that can lead to innovative educational programs and research opportunities.</p> <p>However, while there are significant benefits to employing part-time academic staff, we are also committed to addressing the challenges this structure may pose. We strive to ensure that part-time faculty are fully integrated into the academic community, with access to professional development opportunities and support to maintain high levels of student engagement and consistency in course delivery. Providing adequate resources and support for part-time staff is essential. This includes access to office space, teaching materials, and opportunities for collaboration with full-time faculty.</p> <p>The strategic use of part-time academic staff allows us to remain adaptable, economically sustainable, and enriched with a diverse range of expertise. By leveraging the strengths of part-time faculty while addressing potential challenges, we aim to deliver a high-quality, flexible, and dynamic educational experience for our students.</p>	<p>Choose level of compliance:</p>

<p>The programme director must be a full-time member of staff.</p>	<p>Unfortunately, shortly before the evaluation, the programme coordinator had to step down, therefore the College recruited Mr. Nicos Magos to take over the process and present the programme.</p> <p>Within the past three months and shortly after the evaluation, we have recruited Mr. Efstathios Kolongou to be the programme coordinator (full-time) [see CV] [Appendix 10]. Mr Kolongou has a wide education in Tourism Management, Hospitality Management and Business administration.</p> <ul style="list-style-type: none"> ▪ MSc in International Hospitality and Tourism management ▪ MBA - Master in Business Administration ▪ MSc in Occupational Safety and Health ▪ Management of Tourist units ▪ Waiting and Bartending 	<p>Choose level of compliance:</p>
<p>Very few academic staff have a doctorate. More transparent support should be offered to colleagues who have an interest in pursuing graduate and postgraduate studies.</p>	<p>The College recognizes the value of advanced academic qualifications and the impact they have on educational quality and institutional prestige. Currently, a limited number of our academic staff hold doctoral degrees, which highlights the need for more robust support for those interested in pursuing graduate and postgraduate studies. We do offer a variety of opportunities to foster a more supportive and transparent environment for academic staff pursuing advanced studies. This not only enhances individual professional growth but also strengthens the overall academic quality and reputation of our institution. Endowing our faculty's education is an investment in the future of our college and its students.</p> <p>Through the collaboration we have (franchise agreement) with the University of Roehampton, our staff has the opportunity to pursue graduate and postgraduate studies. Also, we encourage our staff to further proceed with their studies, and enrol for a doctorate at any University in Cyprus and abroad.</p> <p>For those who want to pursue this opportunity, the College has implemented policies that allow for flexible working hours, which can help staff manage their academic pursuits alongside their professional responsibilities. Additionally, scholarships, grants, or tuition reimbursement programs are offered, to alleviate the financial burden.</p> <p>Finally, we recognize and reward staff who achieve advanced degrees through promotions, salary increases, or other incentives that can motivate others to pursue similar paths.</p>	<p>Choose level of compliance:</p>

<p>More support should be offered by the college to encourage more faculty members to conduct research that links to teaching. This would foster positive development within the faculty and enhance student learning.</p>	<p>We are constantly working on strengthening our research status in many ways. The Department of Research and Development, which was established by Global College in August 2018, has education, research, and social promotion, as its main goals. The mission of this department is to support the academic staff in terms of their development and production of research work. This department helps our academic staff to improve their research work, publish articles, and participate in international conferences. The objectives of the Department are:</p> <ul style="list-style-type: none"> ▪ Promoting a plan for the development of academic staff ▪ Encourage the academic staff to develop research towards their teaching subject ▪ Presentation of research proposals at local and/or international conferences <p>Support the involvement of the academic staff in national and/or international professional organizations active in their field of expertise. The department operates in an autonomous environment, with the financial and technical support of our Institution. For this purpose, the amount of €25000 has been approved for the period September 2023 - August 2024. To date, the department has organized a significant number of seminars and conferences [both face-to-face and online] with the participation of our academic staff and students, while several conferences were held in the form of an open discussion, with the participation of the public.</p>	<p>Choose level of compliance:</p>
<p>More training to academic staff to be able to identify and support undiagnosed students with learning disabilities</p>	<p>The College has procedures to identify and support students with learning disabilities. Our strategy involves multiple facets, starting with a foundational understanding of various learning disabilities such as dyslexia, ADHD, and autism spectrum disorders. To support this strategy, we have developed a collaborative framework involving special education professionals, counselors, and psychologists who can offer, if needed, ongoing guidance and support. We foster an inclusive culture that encourages open communication and destigmatizes learning disabilities. This is achieved through awareness campaigns, support groups, and activities that involve students and educators.</p> <p>However, considering the EEC's recommendation, the staff will be further trained to recognize the subtle signs of these conditions, which often manifest as inconsistent academic performance, difficulty in following instructions, or social challenges. By equipping academic staff with the</p>	<p>Choose level of compliance:</p>



	necessary skills and resources, not only will the early identification of learning disabilities improve, but students will also benefit from tailored support that enhances their academic experience and overall well-being.	
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4. Student admission, progression, recognition and certification
 (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The application for admission is available on the website but in PDF format. The college should consider an online admissions form.</p>	<p>Taking into consideration the recommendation, we have added an online admission form on our website. Please see: https://globalcollege.ac.cy/ under the main menu <i>Admissions Policies & Guides</i> OR follow the link https://gcp.ipto.tv/signup/</p>	<p>Choose level of compliance:</p>
<p>A Programme Review Committee (PRC) and Programme Evaluation Committee (PEC) could support students' development and progress. Assigning each student to a mentor-teacher is essential</p>	<p>The combination of these Committees, along with the assignment of mentor-teachers, creates a robust support system that addresses various aspects of student development. This comprehensive approach ensures that students receive the guidance, resources, and opportunities they need to thrive academically, professionally, and personally.</p> <p>Our college strongly embraces the mentor-teacher philosophy, recognizing its profound impact on student development and success. Central to this philosophy is the assignment of a dedicated mentor-teacher to each student, ensuring personalized guidance throughout their academic journey. Each mentor-teacher provides tailored advice on academic matters, helping students navigate their course selections, understand complex material, and plan their career paths. This one-on-one relationship fosters a deeper understanding of each student's unique strengths, challenges, and goals.</p> <p>Beyond academics, mentor-teachers support students' personal growth. They offer emotional support, helping students manage stress, build resilience, and develop critical life skills. This holistic approach ensures students are well-rounded individuals prepared for professional and personal challenges. Mentor-teachers also serve as vital connectors to professional networks, facilitating internships, research opportunities, and job placements. This networking is crucial for real-world experience and career advancement.</p> <p>Our college ensures that mentor-teachers receive ongoing training and support, equipping them with the latest pedagogical strategies and resources. Regular feedback from students about their mentoring experiences is used to continuously improve the program. The mentor-teacher relationships contribute to a strong, supportive college community. Students feel valued and understood, fostering a sense of belonging and engagement that enhances their overall educational experience.</p>	<p>Choose level of compliance:</p>

	<p>This philosophy ensures that students receive comprehensive support, promoting their academic success, personal growth, and professional readiness.</p>	
<p>The college should offer more support to students with learning difficulties. A better-documented non-discrimination policy is necessary.</p>	<p>The College has procedures to identify and support students with learning disabilities. Our strategy involves multiple facets, starting with a foundational understanding of various learning disabilities such as dyslexia, ADHD, and autism spectrum disorders. To support this strategy, we have developed a collaborative framework involving special education professionals, counselors, and psychologists who can offer, if needed, ongoing guidance and support. We foster an inclusive culture that encourages open communication and destigmatizes learning disabilities. This is achieved through awareness campaigns, support groups, and activities that involve students and educators.</p> <p>However, considering the EEC's recommendation, the staff will be further trained to recognize the subtle signs of these conditions, which often manifest as inconsistent academic performance, difficulty in following instructions, or social challenges. By equipping academic staff with the necessary skills and resources, not only will the early identification of learning disabilities improve, but students will also benefit from tailored support that enhances their academic experience and overall well-being.</p>	<p>Choose level of compliance:</p>
<p>Offering to the best students of scholarships will be supported.</p>	<p>We are pleased to confirm that the College is committed to supporting our top-performing students through a robust scholarship program. This initiative is designed to recognize and reward academic excellence, providing financial assistance to those who demonstrate outstanding academic achievements.</p> <p>Our scholarship programme aims to alleviate the financial burden on students, allowing them to focus on their studies and fully engage in the academic and extracurricular opportunities the College offers.</p> <p>Scholarships are awarded based on a comprehensive review of academic records, leadership potential, and extracurricular involvement. By supporting our best students, the College not only acknowledges their hard work and dedication but also invests in their future success. This support extends beyond financial aid, as scholarship recipients often gain access to additional resources such as mentorship programs, research opportunities, and special academic events.</p>	<p>Choose level of compliance:</p>

	<p>We are committed to fostering a learning environment where talented students can thrive, and our scholarship program is a testament to this commitment. Students are encouraged to apply for these scholarships to benefit from the extensive support available, ensuring they can maximize their potential during their time at the College.</p>	
<p>The college should encourage its students' participation in international exchange programmes (i.e. Erasmus+).</p>	<p>The recommendation is taken into consideration. Dr. Kapetanios, the Head of our Erasmus programs, is currently investigating this option, and he will be in a position to suggest a detailed plan shortly. The plan will apply to all the students at our College and will allow them to study abroad, experience a different culture, improve their language skills, and gain valuable international experience.</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support
 (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The college can consider investing in more flexible types of classroom furniture that allow for easy change of the class setup so that it is not always linear.</p>	<p>We are constantly investing in more flexible classroom furniture since this can significantly enhance the learning environment by allowing for diverse and dynamic class setups.</p> <p>With modular furniture (which is what we have), such as movable desks and chairs, educators can quickly reconfigure the space to suit various teaching methods and activities. This flexibility supports group work, discussions, and interactive projects, fostering a more engaging and inclusive atmosphere.</p> <p>Flexible furniture also accommodates different learning styles and needs, making it easier to adapt to the preferences of individual students or the requirements of specific courses.</p> <p>For instance, we often use circular or U-shaped arrangements to facilitate better eye contact and communication, enhancing student participation and engagement. In contrast, traditional rows may be more suitable for exams or lectures.</p> <p>Moreover, adaptable furniture can future-proof classrooms by making them suitable for various instructional technologies and teaching innovations. We also believe that this versatility is crucial as educational methods continue to evolve with technological advancements.</p> <p>By investing in flexible classroom furniture, the college can create a more versatile, interactive, and student-centered learning environment, ultimately improving educational outcomes and student satisfaction. This investment underscores the institution's commitment to fostering a modern, adaptable, and engaging educational experience.</p>	<p>Choose level of compliance:</p>
<p>Students can benefit from hospitality and tourism dedicated software that can enhance the learning experience.</p>	<p>Students will be able to learn and practice hospitality software (i.e. Fidelio-Opera, Theova) during their practical training in hotels and restaurants while being under their internship (this is part of the course's intended learning outcomes) (see Appendix 12) and [Appendix 18].</p>	<p>Choose level of compliance:</p>



<p>A dedicated hospitality and tourism lab where students can role-play would enhance the learning experience, although we understand the current cafeteria is often used for this.</p> <p>Alternatively, the college can create agreements with nearby hotels where they can utilise their reception area and food and beverage area during quiet times for training.</p>	<p>On multiple occasions, the College's cafeteria is used for that purpose. This process will continue and will be further enhanced.</p> <p>In addition, the College has signed an agreement with Hilton Nicosia so our students accompanied by the dedicated lecturers, can be able to use the hotel's departments and facilities as part of their practical sessions of the associated courses.</p>	<p>Choose level of compliance:</p>
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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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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There are multiple issues in the application; inconsistencies, duplications of courses, incomplete information, and typographical errors should be eliminated. The implementation of clear and qualitative guidelines on syllabi writing is deemed necessary</p>	<p>To address the concerns about course content descriptions and the issues within the application we have reviewed the content of a number of courses, and made adjustments:</p> <ul style="list-style-type: none"> ▪ HTA 001 - Introduction to Hospitality and Tourism ▪ HTA 004 - Front Office Operations ▪ HTA 005 - Food and Beverage Management ▪ HTA 009 - Professional Communication for Hospitality and Tourism ▪ BBM 002 - Principles of Accounting I ▪ HTA 002 - Operations Management for Hospitality ▪ HTA 006 - Housekeeping and Maintenance Management ▪ BBM 020 - Introduction to Sociology ▪ BBM 021 - Strategic Management ▪ HTA 011 - Facilities Layout and Design ▪ HTA 020 - Final Project 	<p>Choose level of compliance:</p>
<p>The programme director must be a full-time member of staff.</p>	<p>Within the past three months and shortly after the evaluation, we have recruited Mr. Efstathios Kolongou to be the programme coordinator (full-time). Mr Kolongou has a wide education in Tourism Management, Hospitality Management and Business administration.</p> <ul style="list-style-type: none"> ▪ MSc in International Hospitality and Tourism management ▪ MBA – Master in Business Administration ▪ MSc in Occupational Safety and Health ▪ Management of Tourist units ▪ Waiting and Bartending 	<p>Choose level of compliance:</p>
<p>The distribution of courses across semesters does not adhere to a logical progression of academic/scientific knowledge. The design of the course should consider prerequisites, for example Principles of Accounting II should have as a prerequisite Principles of Accounting I.</p> <p>The EEC has provided specific examples of weak programme design, so please kindly refer to section one to address all the issues described there. The description of each course content must be enhanced.</p>	<p>We have taken into consideration all the EEC's recommendations to improve and elevate the programme. It was strongly highlighted that in the first application, the programme focused to a lesser degree on Tourism and Hospitality Administration and instead emphasized more on generic courses (especially during the first two years of study). Moreover, a number of pure Hospitality and Tourism courses were missing.</p> <p>Therefore, the programme has been restructured, and a new semester distribution has been set. Tourism and Hospitality Administration courses are now offered during the first and second semesters, with the same philosophy to follow in the third and fourth semesters.</p> <p>Regarding the recommendation about the prerequisites for some courses, we have amended</p>	<p>Choose level of compliance:</p>

	<p>the programme and considered several prerequisites: The course BBM 007 - Principles of Accounting II has a prerequisite for BBM 002 - Principles of Accounting I and will be delivered during the third and fourth semesters. Moreover, HTA 017 - Entrepreneurship in Hospitality and Tourism, has a prerequisite to the course HTA 016 - Introduction to Travel and Tourism.</p> <p>In addition, the course HTA 003 - Restaurant Management has a prerequisite for the course HTA 015 - Food and Beverage Service, the course HTA 008 - Meeting and Event Management has a prerequisite for the course HTA 001 - Introduction to Hospitality and Tourism</p> <p>Furthermore, HTA 020 - Final Year Project has a prerequisite for BBM 004 - Business Research Methods, BBM 009 - English for Hospitality II has a prerequisite for BBM 003 - English for Hospitality I, BBM 019 - Principles of Macroeconomics has a prerequisite BBM 004 - Principles of Microeconomics.</p>	
<p>Student practical training offered should be enriched and enhanced. The internship ECTS awarded must be associated with an essay or report.</p>	<p>A new Internship Guide and student logbook are introduced with a commitment of the three parties (student, employer, and the internship supervisor) which includes the student's monthly reporting, the supervisor's detailed assessment and reporting, and the internship coordinator's overall assessment and reporting.</p>	<p>Choose level of compliance:</p>
<p>The assessment methods of the courses are currently identical. The EEC expected some variation in assessment according to the needs of each course (within the realms of ministry regulations).</p>	<p>The current assessment method is currently applied throughout all the programmes offered by the College. However, the mid-term (ongoing assessment) grade, varies in each course. Implementing various strategies throughout the semester such as mid-term exams, mini quizzes, assignments, projects, presentations, or discussions is an excellent way to support continuous learning. Specifically, we guide them to have a variety of the following:</p> <p>Mini Quizzes: Administer short quizzes regularly, such as weekly or bi-weekly. These quizzes can focus on specific security topics or concepts recently covered in class. They should use them as formative assessments to gauge student understanding and identify areas that may need additional reinforcement.</p> <p>Assignments: Assign regular problem sets to reinforce security concepts learned in class. They could provide timely feedback on assignments to help students understand their strengths and areas for improvement.</p> <p>Projects: Assign projects that require students to apply their knowledge to real-world security scenarios or solve complex problems. Break down larger projects into smaller milestones with checkpoints throughout the semester. They should provide opportunities for students to present their projects to the class, fostering communication and presentation skills.</p>	<p>Choose level of compliance:</p>

	<p>Presentations and Discussions: Incorporate presentations or group discussions into their classes to encourage active participation and critical thinking. They should assign topics related to the course material and have students present their findings or lead discussions. Also, they should encourage peer feedback and constructive criticism to promote collaboration and learning from each other.</p> <p>Online Tools and Platforms: Utilize Moodle for administering quizzes, assignments, or discussions. The LMS can provide instant feedback to students and streamline the grading process for instructors.</p> <p>By incorporating a variety of ongoing assessments throughout the semester, they create a more dynamic learning environment that supports continuous engagement and growth for their students</p>	
<p>Training to be provided to academic staff in order to be able to identify and support undiagnosed students with learning disabilities.</p> <p>The college should offer more support to students with learning difficulties.</p>	<p>The College has procedures to identify and support students with learning disabilities. Our strategy involves multiple facets, starting with a foundational understanding of various learning disabilities such as dyslexia, ADHD, and autism spectrum disorders. To support this strategy, we have developed a collaborative framework involving special education professionals, counselors, and psychologists who can offer, if needed, ongoing guidance and support. We foster an inclusive culture that encourages open communication and destigmatizes learning disabilities. This is achieved through awareness campaigns, support groups, and activities that involve students and educators.</p> <p>However, considering the EEC's recommendation, the staff will be further trained to recognize the subtle signs of these conditions, which often manifest as inconsistent academic performance, difficulty in following instructions, or social challenges. By equipping academic staff with the necessary skills and resources, not only will the early identification of learning disabilities improve, but students will also benefit from tailored support that enhances their academic experience and overall well-being.</p>	<p>Choose level of compliance:</p>
<p>Students can benefit from hospitality and tourism dedicated software that can enhance the learning experience.</p>	<p>Students will be able to learn and practice hospitality software (i.e. Fidelio-Opera, Theova) during their practical training in hotels and restaurants while being under their internship (this is part of the course's intended learning outcomes).</p>	<p>Choose level of compliance:</p>
<p>A dedicated hospitality and tourism lab where students can role-play would enhance the learning experience, although we understand the current cafeteria is often used for this.</p>	<p>On multiple occasions, the College's cafeteria is used for that purpose. This process will continue and will be further enhanced.</p> <p>In addition, the College has signed an agreement with Hilton Nicosia so our students accompanied by the dedicated lecturers, can be able to use the hotel's departments and facilities as part of their practical sessions of the associated courses.</p>	<p>Choose level of compliance:</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. George Yiapanas	Head of Academic Affairs	
Leonidas Neocleous	Quality Assurance	
Evangelia Philippou	Quality Assurance	

Date: 28.05.2024

