

# Higher Education Institution's Response

Date: 29/9/2020

- **Higher Education Institution:**  
Cti Eurocollege
- **Town:** Limassol
- **Programme of study  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Διοίκηση Ξενοδοχειακών Μονάδων (4 έτη/240  
ECTS/Πτυχίο) συν ενδεχόμενο προπαρασκευαστικό  
έτος

**In English:**

Hotel Management (4years/240 ECTS/Bachelor of  
Arts) plus an optional foundation year

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

**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## **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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

### **FINDINGS**

#### **Comment of the Committee**

*There is adequate hospitality expertise in the team but limited focus on academic journals in the reading provision and limited research output in highly respected hospitality journals, which is essential to inform the curriculum*

#### **Reply from the Institution**

1. The comment has been noted and the College has proceeded to add academic journals to the reading provision of the syllabi as Recommended Further Bibliography. **Please refer to Annex 2 Syllabi.**
2. We would like to refer to our newly established Research Office which has been operating since 2017. One of the priorities that the Research Office team (and other faculty staff) has been tasked with is to have their articles published in recognized Academic Journals, and they will continue in their efforts as a matter of policy.

Vision, Strategy, Functions of our Research Office:

#### **Vision**

Our vision is to develop original academic research that is of value to academics and practitioners. We are committed to producing research of excellence, instill ethical standards and follow the policies and laws of the state. We strive to promote research and ethics to the research community, industry and the society. The quality of our research is reflected in the research programmes, ethical standards, transparency procedures and our contribution to academics, practitioners and society.

#### **Strategy**

Our strategy is to design research programmes, conduct quality research and publish outcomes in academic and professional journals. We aim to engage in research activities with selected faculties, students and partners and apply new research findings to the programmes of study. An integral part of our strategy is to build a wide network of researchers and to promote the research findings globally.

Functions of the Research Office to:

1. Design and supports teams of researchers in conducting research.
2. Support research activities and coordinates all research projects.
3. Prepare and submits research proposals to National and European funding programmes.
4. Apply new research findings to Programmes of study.
5. Engage faculty, personnel and students in research activities and projects.
6. Publish the research findings in international journals with peer-reviewing systems, international conferences, conference proceedings and other publications.

3. Recent activities of our Research Office:

#### **ACADEMIC JOURNALS**

##### **Published papers**

1. Antoniadou G, (CtI Eurocollege) Briede D, Kontina M, Milevica I, Stige-Skuskovnik V. (2020). Influencers' Engagement In A Brand Communication: Latvia And Cyprus Cases, *Journal of Economics and Culture* pp. 54-61 Volume 17: Issue 1 ISSN: 2256-0173.  
[https://content.sciendo.com/view/journals/jec/17/1/article-p53.xml?language=en&fbclid=IwAR3des3EI\\_-I9OhSpr7chyh6Ao\\_J52EBbJI-mViJVjc\\_eGB5JTQxzwB1xo](https://content.sciendo.com/view/journals/jec/17/1/article-p53.xml?language=en&fbclid=IwAR3des3EI_-I9OhSpr7chyh6Ao_J52EBbJI-mViJVjc_eGB5JTQxzwB1xo)
2. Afxentiou G. (2019). Restructured organizational design: The secret sauce in a food manufacturer's recipe for growth. *Global Business and Organizational Excellence*. 38(5), p.27–32.  
<https://doi.org/10.1002/joe.21948>.
3. Afxentiou G. (2018). *The effect of structural design on export strategy in the wine industry of Cyprus*. DBA thesis, University of Gloucestershire. Gloucestershire, UK.

### Conference proceedings of abstracts and papers

1. Title: Digital learning Environment in Higher Education: New Global Issues"  
Authors: by Dr. Elena Malkawi (CTL Eurocollege) and Dr Marina Khayrullina (Novosibirsk State Technical University)  
Conference: 20th International Scientific conference "Globalization and its Socio-Economic Consequences" .  
Accepted for Presentation and Publication at conference proceedings 21 - 22 October 2020.
2. Title: The Role of Entrepreneurial Universities in Regional Knowledge Spill over and Social Innovation.  
Authors: Saha N., Sáha T., Weber C., Stukalina Y., Afxentiou G., Lepik K.L., Urmanaviciene A., Sáha P.  
Journal: XV edition of IFKAD  
Conference: IFKAD Conference, 9-11 September 2020, Matera, Italy, EUROPE  
Accepted for Presentation and Publication at the Fifteen Annual ISI Conference Proceedings of the IFKAD 2020
3. Title: The Relation of Stress Management and Leadership Effectiveness in the Hotel Industry of Cyprus.  
Authors: Afxentiou G., Malkawi E., Antoniadou G.  
Journal: EuroMed Academy of Business, September 18-20, 2019  
Conference: Twelfth Annual EuroMed Conference, Thessaloniki, Greece, EUROPE  
Accepted for Presentation and Publication at the Twelfth Annual ISI Conference Proceedings of the EuroMed Academy of Business 2019  
ISBN: 2547-8516
4. Title: The Role of Stress Management in Managerial Decision Making: Cyprus Hotel Industry.  
Authors: Malkawi E., Afxentiou G., Antoniadou G.  
Journal: EKA University of Applied Sciences Journal, April 2019  
Conference: Emerging Trends in Economics, Culture and Humanities, Riga, LATVIA  
Accepted for Presentation and Publication at the Conference Proceedings of the International Scientific Conference (etECH2019)  
ISBN: 978-9984-24-222-4

5. Title: The Impact of Stress Management on Leadership Effectiveness in the Hotel Industry of Cyprus.  
 Authors: Afxentiou G., Malkawi E., Antoniadis G.  
 Journal: The Market: International Journal of Business, April 2019  
 Conference: Second Annual Conference of the Cyprus Centre for Business Research, Limassol, CYPRUS  
 Accepted for Presentation and Publication at the Second Annual Conference Proceedings of the International CIM Conference 2019

## PROFESSIONAL JOURNALS

- Michael, N(2020).The impact of creating an HR Digital Workplace: What does it mean for the HR Professionals *ΑΝΘΡΩΠΟΣ & ΕΡΓΑΣΙΑ* 1450 - 2895  
 July 2020 CyHRMA (Cyprus Human Resource Management Association) <http://www.cyhrma.org/>
- Siamarou, A (2020). Compacting Covid-19 with 5G telemedicine.*Cyprus mail newspaper*, [Online]. Available at: <https://cyprus-mail.com/2020/06/06/compacting-covid-19-with-5g-telemedicine/>
- Sourouppis, L (2020). All – Inclusive: Added value for the Cyprus Tourism Industry. *Cyprus mail newspaper*, [Online]. Available at: <https://cyprus-mail.com/2020/03/08/all-inclusive-adding-value-to-our-tourism/>
- Malkawi, E. (2019). Digital Economy in Cyprus has a long way to go. *Cyprus mail newspaper*, [Online]. Available at: <https://cyprus-mail.com/.../digital-economy-in-cyprus-has-a-.../>
- Antoniadis, G. (2019). Οι νέοι αρνούνται το Facebook. *Eurokerdos business magazine*, [Online]. Available at: <http://www.eurokerdos.com/oi-neoi-arnoyntai-to-facebook/> [Accessed: 6 April 2019].
- Panayidou, C. (2019). Αειφόρος ανάπτυξη και Τουρισμός. *Τουριστικά και Πολιτιστικά*, [Online]. Available at: <https://www.cyprushighlights.com> [Accessed: 10 March 2019].
- Antoniadis, G. (2019). Does Brexit have a positive effect on Cyprus? *Eurokerdos business magazine*, [Online]. Available at: <http://www.eurokerdos.com/does-brexit-have-a-p/> [Accessed: 7 February 2019].
- Malkawi, E. (2019). Special cases of Cyprus economy. *The Cyprus Russian Business*, [Online]. Available at: <http://cyprusrussianbusiness.com/index.php/articles/4521-cyprus-economy> [Accessed: 28 January 2019].
- Afxentiou, G. (2017). The Creativity of Executive Management Supports the Development of Entrepreneurship, *Cyprus Press and Information Office* [Online]. Available at: <https://www.pio.gov.cy/en/> [Accessed: 20 July 2017].

## CONFERENCES

- SHIINE. COST ACTION 18236                      Novi Sad, SERBIA                      January 15-17, 2020  
 Multi-disciplinary Innovation for Social Change
- 1<sup>st</sup> Doctoral Colloquium 2019                      Nicosia                      December 7, 2019
- 15th ASEF Classroom Network                      Tokyo-Japan                      November 25-29, 2019  
 Conference  
 Education for Sustainable Development and Artificial Intelligence:  
 The Role and Readiness of Teachers.

- SNJ (Service National de la Jeunesse)      Luxemburg, LUXEMBURG      November 4-9, 2019  
Makerspaces in Digital Youthwork
  - Colloquium/ Symposium,                      Berlin, GERMANY                      October 24-25, 2019  
1st Doctoral students Campus Macromedia University
  - ENRESSH. COST ACTION 15137              Valencia, SPAIN                      September 17-18, 2019  
Network for Research Evaluation in the Social Sciences and the Humanities
  - EuroMed Academy of Business              Thessaloniki, GREECE              September 18-20, 2019  
The Twelfth Annual EuroMed Academy of Business (EMAB) Conference, Business  
Management Theories and Practices in a Dynamic Competitive Environment
  - Ekonomikas un kulturas augstskola (EKA)      Riga, LATVIA                      April 24-26, 2019  
International Scientific Conference (etECH2019), Emerging Trends in Economics, Culture  
and Humanities
  - Cyprus Institute of Marketing (CIM)      Limassol, CYPRUS                      April 5, 2019  
Second Annual Conference of the Cyprus Centre for Business Research, Re-Inventing  
Tourism
  - ENRESSH. COST ACTION 15137              Podgorica, MONTENEGRO              March 7-8, 2019  
European Network for Research Evaluation in the Social Sciences and the Humanities
  - Academy of Management (AOM)              Tel Aviv, ISRAEL                      December 17-19, 2018  
From Start-up to Scale-up Strategies: Coping in a Volatile Business Environment
  - ENRESSH. COST ACTION 15137              Ljubljana, SLOVENIA                      July 10-11, 2018  
European Network for Research Evaluation in the Social Sciences and the Humanities
  - ENRESSH. COST ACTION 15137              Lisbon, PORTUGAL                      March 3-4, 2018  
European Network for Research Evaluation in the Social Sciences and the Humanities
  - ENRESSH. COST ACTION 15137              Zagreb, CROATIA                      February 5-9, 2018  
Training School and Think Tank  
European Network for Research Evaluation in the Social Sciences and the Humanities
  - ENRESSH. COST ACTION 15137              Sofia, BULGARIA                      March 7-8, 2017  
European Network for Research Evaluation in the Social Sciences and the Humanities
4. The College policy is to continuously upgrade in the field of research therefore it provides the following revised incentives as shown below:
- Providing a yearly budget to encourage academic staff to engage in research programmes and organizations of scientific purpose.
  - Provide financial support to academic staff participating and/or teaching in seminars, workshops, professional meetings held locally, abroad and online.
  - Provide funds for academic and professional memberships/subscriptions
  - Reducing the number of teaching hours (3-6) of Lecturers involved in research programmes, or when working on their PhD thesis.

- Provide long term leave of absence to faculty members wishing to attend courses leading to a higher degree than the one they currently hold.
- Faculty members are placed and paid according to the ranking scale of the institution.
- Promoting faculty members to a higher ranking based on their qualifications, teaching & research experience.
- Approve paid leave of absence to faculty members wishing to attend conferences locally, abroad or online.
- Granting bonuses to academics for publishing quality articles in highly ranked academic journals
- Granting bonuses to academics who publish articles in professional journals.
- Encourage staff financially and technically to promote their research findings by using social media and other communication media to Businesses, Organisations and Communities.
- Invest in new technology (software and hardware), books and other resources to support staff in conducting research.
- Allocate budget for developing projects and research papers during and after working hours at the institution.

The professional career development of the Academic Staff members and their involvement in research, either on an individual basis or under the umbrella of CTL Eurocollege, as well as their participation in research programmes in collaboration with other Higher Education Institutions is something which is very much encouraged by CTL Eurocollege management.

The following career scale gives a clear picture of the professional development of our Academic Staff members. In constructing the scale three parameters were taken into consideration, academic qualification, teaching experience in Higher Education Institutions, and participation in research programmes combined with publication activity in recognized international academic journals or other media of recognized value.

The College Administration requires that academics publish one paper in a recognized journal, one article on conference proceedings and participate in at least one international conference every year. In addition, it is recommended that faculty and staff engage in research projects with international partners from institutions, businesses, public agencies and communities.

### Evaluation of faculty for the ranking

An internal process is in place concerning the ranking evaluation of the faculty. A committee that is consisted of one faculty member (Associate or Professor) from the home institution and two external examiners (Associate or Professor) from local and international institutions evaluates the prospective faculty for a job advancement. The committee examines the candidates based on designed criteria, prepares and submits a report to the college administration. The criteria includes the number and the quality of the publications (H index factor), the academic journals, involvement in the community, professional initiatives in research, peer reviewing assignments and student project supervision (doctorate and master final projects). Depending on the committee report the college administration decides on the advancement and benefits of the prospective faculty.

Code Scale	Scale Description	Scale Point	Qualifications/Experience	Publications Articles /Researches
101	<b>Professor</b>	1	Holder of <b>PhD</b> , plus <b>11 years</b> teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	11 + years TE	
102	<b>Associate Professor</b>	1	Holder of <b>PhD</b> , plus <b>7 years</b> teaching experience	Evidence of research and publications in recognized Academic journals, books and



				conference proceedings
		2	8-9 years TE	
		3	10-11 years TE	
103	<b>Assistant Professor</b>	1	Holder of <b>PhD</b> , plus <b>3 years</b> teaching experience	Evidence of research and publications in recognized Academic journals, books and conference proceedings
		2	4-5 years TE	
		3	6-7 years TE	
104	<b>Senior Lecturer</b>	1	Holder of <b>PhD</b> with no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 year TE	NA
		4	9-11 year TE	NA
		5	11+ years TE	NA
105	<b>Lecturer 1</b>	1	Holder of <b>MA</b> with no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 years TE	NA
		4	9-11 years TE	NA
		5	11+ years TE	NA
106	<b>Lecturer 2</b>	1	Holder of <b>BA</b> no teaching experience	NA
		2	3-5 years TE	NA
		3	6-8 years TE	NA
		4	9-11 years TE	NA
		5	11+ years TE	NA

**Comment of the Committee**

***There is enough evidence to suggest that academic fraud is taken seriously by the College which utilises a plagiarism detection software but it is largely up to academics to utilise this as it is not fully interfaced with the online teaching and learning platform utilised.***

## Reply from the Institution

The comment has been noted and we would like to mention that the College subscribes to [iThenticate](#) (turnitin) and also provides various open source plagiarism tools through its website. Please follow the link below:

<http://ctleuro.mywebreview.com/en/1-library/library-services/tools>.

Faculty staff and students that need to log into [iThenticate](#) (turnitin) send a request to the Librarian who responds promptly and provides access.

We would like to mention that according to our procedure “Regulations regarding assignments” which is included in our Quality Assurance Handbook:

1. The lecturer is responsible for checking all student assignments for plagiarism (guidelines are provided by the Librarian).
2. The lecturer submits three assignments in hard copies (low/average/high mark) together with the plagiarism report as well as the marking scheme to the Academic Office.

Additionally, according to our procedure “Final Project”:

Two hard copies and one digital copy are submitted to the Academic Office. The Academic Officer writes the submission date, signs both copies and stamps them with an official seal. One copy is handed to the Dean and the other copy to the supervisor. The Supervisor is responsible for checking the project for plagiarism. A plagiarism report is submitted to the Academic Office.

## **Comment of the Committee**

***The BA in Hotel Management was primarily designed in terms of its learning objectives and contents by the senior academic management team based on consultation with both internal and external stakeholders. Teaching members of staff are also expected to become involved in the process and take ownership of their modules and effectively deal with any emerging issues.***

## Reply from the Institution

The comment has been noted and we would like to refer to our Quality Assurance Handbook and the following procedure:

### **Aca\_OIP\_18**

#### **Course Syllabus**

New course syllabi are issued during the preparation of the new programmes of study. Lecturers are requested to issue new syllabi according to their field of specialization on completion of the design of a new programme. External Academic Advisors and Professionals are invited to participate in this procedure if necessary.

Lecturers apply Bloom’s Taxonomy Action Verbs when writing the learning outcomes and purpose of each syllabus.

The Librarian is involved in this procedure and makes suggestions regarding the bibliography. The new syllabi are approved by the Programme Coordinator, the Academic Committee and the QA Office.

An existing course syllabus is reviewed by the Lecturer on completion of the planning for the new semester. The Academic Officer responsible for the planning sends the syllabus to the Lecturer to review. If upgrading is required, the Lecturer informs the Academic Office. The bibliography is upgraded in cooperation with the Librarian. The upgraded syllabus is approved by the Programme Coordinator, the Academic Committee and the QA Office.

## **AREAS OF IMPROVEMENT**

### **Comment of the Committee**

**The following recommendations/changes are proposed:**

**The assessment strategy may be imposed to a certain degree by the Ministry of Education but there is still room for manoeuvre and the college should consider a more diverse approach to their assessment through the four years of the BA. The College should consider certain modules that are more operational in nature to be delivered during the first and second years and allow the final year for the more managerial and sector-specific modules. The College should also consider adding on or two more innovative modules (please see below) to offer students more choice in the number of electives available to them, and in the final year a financial management module which is explicitly hotel-focused should be considered.**

**Most textbooks suggested for the modules are appropriate and current; nonetheless, tourism and hospitality academic journal articles are not included in the module outlines. The EEC, therefore, recommends that:**

- a) Assessment in the final year (at the very least) should be less exam-based and more coursework-based to allow students to better showcase their critical insight and reflective thinking expected of future hotel managers;**
- b) An operational to managerial approach should be adopted to improve the logical sequence of the curriculum from hotel operations to management. More specifically, Academic Writing should not be an ECTS-bearing module but a compulsory short-course to help students better understand academic writing. This should allow for space for at least one more innovative module to be included in the final year (either in Entrepreneurship, Family Business Management, Consultancy or a combination of the above);**
- c) Sector-specific electives should be added in the curriculum such as Wellness and/or Spa Tourism to accommodate emerging tourism trends which are of importance for hotels;**
- d) Facilities Management and Health and Safety should not appear as final year modules, but rather in Year One or Two;**
- e) Yield Management should be renamed to Revenue Management and appropriate software should be considered for this module;**
- f) Hotel Financial Management or a related module ought to appear in the Final Year;**
- g) Contextualisation of hotel management should be offered throughout the curriculum;**
- h) All modules' reading lists to include relevant academic journals.**

### **Reply from the Institution**

- a) Assessment in the final year (at the very least) should be less exam-based and more coursework-based to allow students to better showcase their critical insight and reflective**

### ***thinking expected of future hotel managers;***

We would like to mention that the assessment policy followed by the College is submitted and approved by the Ministry of Education, Culture, Sports and Youth through our Internal Regulation.

It is in our belief that the examinations safeguard the assessment method by minimizing the chances of using the work of others.

Additionally, we would like to refer to our procedure:

#### **Aca\_FEP\_01\_002**

#### **Issuing of Examination Papers**

The Academic Dean is responsible for appointing the Academic Officer responsible for organising the preparation of the Midterm and Final Examination papers.

An Examination Board is formed at the beginning of every academic year by the Academic Dean having the following duties:

1. To review the content of the examinations both Final and Midterm together with the marking scheme. The meeting may take place after working hours. If this is the case both full time and part time staff is paid according to a fixed administration rate. The Board is responsible for safeguarding the appropriate level of examinations for all courses. The Lecturer is informed in case any corrections are necessary.
2. To check for consistency in marking throughout all subjects, with the random sampling method per subject. If the second marking has more than +5 or -5 marks difference, the Lecturer would be requested to justify this. If the justification is not adequate or insufficient evidence is provided, he/she is required to re-evaluate all examination papers. The procedure is repeated with the random sampling method to ensure the appropriate marking has been applied.

#### **Examination regulations**

The Academic Dean gives instructions to all Faculty members how to prepare the Examinations and informs them about the following regulations:

1. *Examination papers must be submitted for approval one month prior to the date of examination to the Academic Dean together with the marking scheme.*
2. *Examinations must have proper formatting (consistent font size, colour, spaces and lines). On the template red colour text aims to help you identify the sections you need to modify. Please make sure that before you submit your paper all text is in **black**.*
3. *The repetition of past examination papers must be strictly avoided.*
4. *An examination paper should have the following structure:*

Multiple choice and/or descriptive questions	20-50% *
Essay questions (for a total of 100)	50-80%

**\*exception is made in specific courses that follow the structure of external examinations**

Each multiple choice question should only receive 1-2 marks out of hundred.

- Descriptive and multiple choice questions should not receive more than 50/100 of the total marks since memorization is not encouraged as a learning method in Higher Education.
- Essay type / practical questions encourage critical thinking as well as hands on practice and creativity and are therefore recommended for evaluation purposes.

The structure of the examination paper is uploaded on the web platform two weeks prior the date of the examination.

5. The final examination grade is out of 100.
6. The duration of the Midterm examination is 2 teaching periods and that of the Final Examination is 3 hours for both undergraduate and postgraduate programmes.
7. The content of the final examination paper should cover **all** taught material and should match the content of each subject as per course outline which was given to the students at the beginning of the semester.
8. All assessment material is expected to be of the highest standard and quality. The questions should be well and clearly formulated in correct English (grammar and syntax) with no ambiguities so as to clearly assess the course objectives.
9. The content of the examination paper should be adequate to the time provided.
10. The final examination papers must be corrected with a red pen and returned to the Academic Office within 3 working days after the examination date of the subject.

***b) An operational to managerial approach should be adopted to improve the logical sequence of the curriculum from hotel operations to management. More specifically, Academic Writing should not be an ECTS-bearing module but a compulsory short-course to help students better understand academic writing. This should allow for space for at least one more innovative module to be included in the final year (either in Entrepreneurship, Family Business Management, Consultancy or a combination of the above);***

The comment has been noted and we would like to mention that according to the announcement published by the CYQAA on 2<sup>nd</sup> of July 2020 and 9<sup>th</sup> of September 2020, students enrolling in a graduate programme of study must have at least an IELTS score of 5.5 or passed an internationally recognized examination at a level equivalent on to CEFR and at the same time have adequate support on their academic writing skills through their studies.

In order to support students with their English language abilities, the College includes the following three (3) courses in this programme's curriculum as well as in the majority of programmes offered by the College (the computing programmes of study include contextualized English courses):

1. Business Communications
2. Academic Writing
3. Advanced English

We strongly believe that:

1. Students will not attend the short course even though it may be compulsory.
2. It cannot be offered as a NC course (No Credits) because it has a specific work loading.

We have therefore come to the conclusion that Academic Writing should remain in the programme's curriculum while the ICT II course should become optional, since ICT I provides adequate knowledge of this field, in order to make space for the degree level course Entrepreneurship And The Hotel Industry - MGT 410 to be included in the final year (7<sup>th</sup> semester) of the programme as recommended by the Committee. **Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

**c) Sector-specific electives should be added in the curriculum such as Wellness and/or Spa Tourism to accommodate emerging tourism trends which are of importance for hotels;**

The comment has been noted and taking into account the recommendation of the Committee and the importance of this topic, the course Health and Wellness Tourism – TOU 208 has been included in the programme as a core course. Core optional courses are business oriented in this programme. **Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

**d) Facilities Management and Health and Safety should not appear as final year modules, but rather in Year One or Two;**

The comment has been noted and the courses Facilities Mgt & Environment in the Hotel Industry and Health & Safety have been moved to the 2<sup>nd</sup> year / 4<sup>th</sup> semester.

**Please refer to Annex 1 Structure of the programme.**

**e) Yield Management should be renamed to Revenue Management and appropriate software should be considered for this module;**

The comment has been noted and the course Yield Management HTL 414 has been renamed as Revenue Management. The Oracle Hospitality Suite8 Solutions software has been introduced to the programme.

Below can be seen the components provided by the software and the courses that they have been included in:

<b>Software components</b>	<b>Courses</b>	
Reservations	Front Office Procedures	HTL 121
Front Office	Front Office Procedures	HTL 121
Housekeeping	Housekeeping Operations	HTL 122
Food & Beverage	Food & Beverage Mgt & Control	HTL 311
Access Authorisation	Room Division Management	HTL 416
Wellness	Health and Wellness Tourism	TOU 208
Accounting	Revenue Management	HTL 414
Sales & Marketing	Revenue Management	HTL 414

**Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

**f) Hotel Financial Management or a related module ought to appear in the Final Year;**

The comment has been noted and the degree level course Hotel Financial Management MGT 422 has been introduced in the 4<sup>th</sup> year / 8<sup>th</sup> semester of the programme. **Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

***g) Contextualisation of hotel management should be offered throughout the curriculum;***

The comment has been noted and the College has proceeded to contextualize courses. **Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

***h) All modules' reading lists to include relevant academic journals.***

The comment has been noted and the College has proceeded to add academic journals in the reading provision of the syllabi as Recommended Further Bibliography.

The following academic journals can be accessed through EBSCO Information Services which the College subscribes to or through subscriptions:

1. Organizational Research Methods. Sage Publications
2. Journal of Organizational Behavior. Willey online libraries.
3. International Journal of Contemporary Hospitality Management. Emerald Publisher
4. Cornell Hospitality Quarterly. Sage Publisher
5. Academy of Management
6. Strategic Management Society

**Please refer to Annex 2 Syllabi.**

**2. Teaching, learning and student assessment**  
(ESG 1.3)

**FINDINGS**

**Comment of the Committee**

*In any case, however, assessment approaches appear mainstream and weights of different assessment modes are applied horizontally across the entire curriculum – this may end up putting certain students at a disadvantage. The College is, therefore, actively encouraged to use variable weights but also types of assessment modes.*

**Reply from the Institution**

The comment has been noted and we would like to mention that the College has the following assessment method:

The final course grade is made up of:

Coursework	35%
Attendance & Participation	5%
Final Examination*	60%

Final Examination marks constitute 60% of the final semester mark, while Midterm Examinations and assignments (when applicable) constitute the 35% and participation, attendance the 5%.

The pass mark is set at 50%.

The Midterm examinations are based on material covered during a given period and are set towards the end of November in the case of Fall semesters, the end of March in the case of Spring semesters, and the end of July in the case of summer sessions.

These take place during lesson time and take no more than two study periods to complete.

Final examinations are based on material covered throughout the semester. The dates for these are set down on the academic calendar. The Final Examinations have duration of three hours for Diplomas, Bachelor Degrees and Master Degrees.

Final examination marks are combined with the marks from the Midterm examinations, participation and assignments (when applicable) to produce the final mark for the semester.

Please see the table below:

SUBJECT	MIDTERM EXAMINATION AND PARTICIPATION (ASSIGNMENTS when applicable)		FINAL EXAMINATION	FINAL SEMESTER MARK	
	WRITTEN ASSESSMENT 35%	PARTICIPATION AND ATTENDANCE 5%		AS A PERCENTAGE	GRADE
	40%		60%		



Lecturers have the academic freedom if they wish to give additional assignments as part of the assessment. The percentage mark to of the assignments is a maximum 10% out of the total of 35% for coursework.

Additionally, Students are entitled to make-up examinations when:

1. They failed the course but scored at least 30% in final examination or in midterm examination.
2. They wish to improve their final grade from the current semester.

Participation in the Final Examination is a requirement. Only in the exceptional circumstances of serious illness or other force majeure, will the College excuse a Student for not attending an examination. In the event of illness, the Student should inform the Academic Office and present a medical certificate which will describe the nature of the illness and the period of absence.

## **AREAS OF IMPROVEMENT**

### **Comment of the Committee**

- 1. Further clarity is needed in terms of how far student-centred learning is practised in the programme;**
- 2. Need to develop modern transferrable skills;**
- 3. More flexibility in assessment especially for practical courses;**
- 4. Need to modernise practical classrooms.**

**The general process of teaching and learning as employed at the CTL in the Hotel Management program is valid. It was noted that in the classroom, methods of course material delivery is generally still frontal. Lectures are still used as the main form of transmitting information to students. Case Based Learning was mentioned as a tool used in the classroom. A College such as CTL with small student numbers would benefit from pedagogical principles such as Problem-Based Learning where the students are taught to take greater control of their learning and steer the process in smaller groups. Student-centred learning requires the student to be in the central focus of the learning process.**

**The development of transversal skills is crucial for student to succeed in the so-called “VUCA world”. Higher Education Institutions (HEI) are required to help students become ready for a Volatile, Uncertain, Complex, Ambiguous World, caused by the technological, political, economic and health situations experiencing today. In 2016, the World Economic Forum identified the following top ten skills as essential to be addressed by HEI by 2020:**

- 1. Complex problem solving**
- 2. Critical Thinking**
- 3. Creativity**
- 4. People Management**
- 5. Coordinating with Others**
- 6. Emotional Intelligence**
- 7. Judgement and Decision-Making**
- 8. Service Orientation**
- 9. Negotiation and**
- 10. Cognitive Flexibility**

**ONLY one, i.e. critical thinking was mentioned by the academic management team of the College as a goal of the BA programme. Therefore, the EEC would recommend explicit actions by the**

**College to include clear strategies to develop the competencies mentioned above in the learning outcomes. A few practice sessions in a Professional Development seminar for all students can resolve this issue through coaching. Assessment tools such as Empowerment Principles, Learning Styles, Personality, and Behavioural Coaching would also prove of great added value. Moreover, a clear indication of assessment method suited for assessing practical skills development is needed.**

#### **Reply from the Institution**

**Further clarity is needed in terms of how far student-centred learning is practised in the programme;**

The comment has been noted and we would like to mention that the College acknowledges the importance of student centered-learning and Lecturers are continuously reminded of this during meetings and seminars. The small number of students in class is considered an advantage when teaching in a student-centered environment.

Please see below the revised Teaching Methodology (after adding Problem-Based Learning) as stated in the syllabi:

In the Classroom: Lecturers make use of whiteboards, flipcharts, overhead projector, video material, VR glasses and power point presentations. Students are supplied with handouts on extra or relevant material. Two Personal Computer Labs equipped with Multimedia PCs of the latest technology with the required software, scanners, printers and LCD-Projectors, satisfy the classes' requirements. All PCs are connected to the Internet, through a Broad Band High speed permanent connection using cable technology.

Web Supported Learning: All the teaching material and the Lecturer's presentations are uploaded on the electronic learning platform of the college as a supporting studying tool.

Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen.

Teaching Methods: Lectures, presentations, videos, problem and case study discussion, discussion on relevant articles, Problem-Based Learning, role play, independent and private study, preparation of projects, fieldwork and team work.

#### ***Need to develop modern transferrable skills;***

The comment has been noted and we would like to stress that the College acknowledges the importance of qualifying students with transversal skills. Lecturers are encouraged, as shown in the Teaching Methodology above, to promote the 4 C's (Communication, Creativity, Collaboration, Critical thinking) in class by having group discussion and presentations, by organizing real case scenarios and role play, by encouraging team work and by using case studies that reinforce critical thinking and problem solving skills.

Additionally, the curriculum of the programme includes courses that provide students with essential soft skills both in theory and in practice during lectures. **Please see below and also refer to Annex 2 Syllabi.**

1. Customer Service for the Hospitality & Tourism – HTL 123
2. Management – MGT 121
3. Business Communications – BUS 102
4. Organisational Behaviour – MGT 223
5. Leadership in Organisation – MGT 417

In order to ensure that the Faculty follows the above recommendations, the College has revised the procedure "Lecturer and Course Evaluation by Students" as shown below: (new questions are in bold).

## Aca\_FEP\_01\_012

### Lecturer and Course Evaluation by students

Students are requested to complete anonymously the evaluation prior to the completion of classes of each semester. The evaluation is completed with an online survey development tool and is sent to students by e-mail one month prior the completion of classes.

The lecturers must ensure that the evaluations are completed in class during this period. The lecturer should leave the classroom when the survey takes place, so as to allow the evaluation process to run smoothly and in a non-biased way.

The results are handed in to the Dean, who requests the Academic Committee and the QA Committee to meet at the end of the semester to discuss the results of the students' evaluation, the Dean's evaluation and the self-appraisal evaluations.

The Dean sends a separate report to each Lecturer stating results with constructive feedback and suggestions for improvement. The report is passed on to the AF Director and the QA Officer.

Action is taken when necessary to ensure high quality teaching and student satisfaction. The Dean is responsible for monitoring Lecturers with low scores. During this time, the lecturer is placed under probation. The Dean visits the classes on a regular basis to evaluate the Lecturer.

### LECTURER/ COURSE EVALUATION BY STUDENT

Link: <https://goo.gl/forms/Eef7M5ITiOV4dGcr2>

Passphrase: cy\_ctl\_lce

Please choose your course

Please choose your lecturer

Please choose the current semester you are attending

#### SECTION 1: LECTURER EVALUATION

**Please rate on a scale from 1 indicating strongly disagree to 5 indicating strongly agree.**

1. The Lecturer followed the course outline.

1      2      3      4      5  
           

2. The Lecturer treated students with respect.

1      2      3      4      5

3. The Lecturer was punctual

1      2      3      4      5  
O      O      O      O      O

4. The Lecturer was well prepared and organized.

1      2      3      4      5  
O      O      O      O      O

5. The Lecturer explained the course material clearly.

1      2      3      4      5  
O      O      O      O      O

6. **Does your Lecturer encourage you to participate in class?**

1      2      3      4      5  
O      O      O      O      O

7. The Lecturer was helpful and available outside class.

1      2      3      4      5  
O      O      O      O      O

8. The Lecturer marked assignments/tests fairly.

1      2      3      4      5  
O      O      O      O      O

9. The Lecturer used modern educational technologies.

1      2      3      4      5  
O      O      O      O      O

10. The Lecturer is an effective teacher.

1      2      3      4      5  
O      O      O      O      O

11. Do group discussion and team work take place in class?

1      2      3      4      5  
O      O      O      O      O

12. Does the Lecturer include case/scenarios that develop your thinking and problem solving skills?

1      2      3      4      5  
O      O      O      O      O

13. Are you encouraged to use your creativity to come up with alternative solutions on a given topic?

1      2      3      4      5  
O      O      O      O      O

If you have any additional comments about the points raised in this section

(Section 1) please list them below:

## SECTION 2: COURSE EVALUATION

Please rate on a scale from 1 indicating strongly disagree to 5 indicating strongly agree.

1. The course was interesting and challenging.

1      2      3      4      5  
O      O      O      O      O

2. I have learned a great deal in this course.

1      2      3      4      5  
O      O      O      O      O

3. I have put too much effort and time into preparing for this course.

1      2      3      4      5  
O      O      O      O      O

4. I am satisfied with the overall quality of the course.

1      2      3      4      5  
O      O      O      O      O

If you have any additional comments about the points raised in this section

(Section 2) please list them below:

**More flexibility in assessment especially for practical courses;**

The comment has been noted. **Please refer to the answer given in Section 1 - Study programme and study programme's design and development – Areas of Improvement on pages 11-12.**

We would like to mention that the programme includes the courses Food Preparation - HTL 112 and Food & Beverage Service – HTL 113 that have theoretical and practical parts. Students are assessed separately with a theoretical examination as per the Examination Regulations shown on pages 11-12 together with a practical examination. The examples below are from past examination papers:

**Practical Cookery Evaluation Form**

Name of Student.....

Student Number.....

Date

Name of the Dish: Chicken Fajitas with Guacamole

- 1. Proper Preparation 10%: .....
- 2. Flavour 40%: .....
- 3. Presentation 20%: .....
- 4. Sanitations10%: .....
- 5. Timing 10%: .....
- 6. Technique and Skills 10%: .....

Final Mark: .....

Comments:

.....  
.....  
.....  
.....  
.....

**Practical Cookery Evaluation Form**

Name of Student.....

Student Number.....

Date

Name of the Dish: Roast Lamb stuffed with halloumi cheese

- 1. Proper Preparation 10%: .....
- 2. Flavour 40%: .....
- 3. Presentation 20%: .....
- 4. Sanitations10%: .....
- 5. Timing 10% .....
- 6. Technique and Skills 10%: .....

Final Mark: .....

Comments:

.....  
.....  
.....  
.....  
.....

SUBJECT: F&B SERVICE PRACTICAL

CODE:HTL 113

**FINAL EXAMINATION**

STUDENT:

REG. No.:

DATE:

A/O	SECTION TO BE EXAMINED	POINTS		REMARKS
1	Placement of tablecloth	2		
2	Placement of soup spoon	2		
3	Placement of starter fork	2		
4	Placement of starter knife	2		
5	Placement of main course fork	2		
6	Placement of main course knife	2		
7	Placement of desert fork	2		
8	Placement of desert knife	2		
9	Placement of desert spoon	2		
10	Placement of bread plate	2		
11	Placement of bread knife	2		
12	Placement of water glass	2		
13	Placement of wine glass	2		
14	Salt & Pepper & Flowers	2		
15	Placement of napkin	2		
16	Number of trips from to cutlery and glass	3		
		33		
	<b>INITIATING SERVICE</b>			
17	Greeting of the guests	2		
18	Present menu	2		
		4		
	<b>PROCEDURE OF TAKING ORDER</b>			
19	To the right of the guest	2		
20	How student holds order pad	2		
21	Take order from women first	2		
		6		
	<b>SERVING THE MEAL</b>			
22	Correct order of each course	2		
23	Serve with right hand	2		

24	Serve clockwise	2		
25	Serve from the right of the guest	2		
26	Serve women first	2		
	<b>CLEARING EACH COURSE PLATE</b>	<b>10</b>		
27	Clear each course when all finish	2		
28	Correct position when clearing dishes	2		
29	Clearing clockwise	2		
30	Crumbing of the table	2		
31	Remove of salt & pepper and bread & butter plate	2		
32	Service of the desert	2		
	<b>SERVICE OF BEVERAGES</b>	<b>12</b>		
33	Serve from the right with right hand	2		
34	Ladies first	2		
	<b>PRESENTATION OF THE BILL</b>	<b>4</b>		
35	Inside a folding wallet	2		
36	From the right side of the guest	2		
	<b>OVERALL PRESENTATION AND ATTITUDE</b>	<b>4</b>		
37	Smiling	4		
38	Make suggestions / Up sell	5		
39	Serve orders as soon as possible	4		
40	Clothing	4		
41	Appearance	5		
42	Overall performance	<u>5</u>		
	<b>TOTAL POINTS</b>	<b>27</b>		
		<b>100</b>		

### ***Need to modernise practical classrooms***

The comment has been noted and we would like to mention that the Administration of the College has agreed to allocate a specific budget to modernize the classrooms used for practical training. The College has also come to an agreement with a well-known 4-star Hotel to use its facilities for the Food Preparation and Food & Beverage Service courses if and when there is a need for extra practice space.



***The general process of teaching and learning as employed at the CTL in the Hotel Management program is valid. It was noted that in the classroom, methods of course material delivery is generally still frontal. Lectures are still used as the main form of transmitting information to students. Case Based Learning was mentioned as a tool used in the classroom. A College such as CTL with small student numbers would benefit from pedagogical principles such as Problem-Based Learning where the students are taught to take greater control of their learning and steer the process in smaller groups. Student-centred learning requires the student to be in the central focus of the learning process.***

The College has taken into account the comment of the Committee and has proceeded to upgrade the Teaching methodology on the syllabi **Please refer to the answers on pages 17.**

***ONLY one, i.e. critical thinking was mentioned by the academic management team of the College as a goal of the BA programme. Therefore, the EEC would recommend explicit actions by the College to include clear strategies to develop the competencies mentioned above in the learning outcomes. A few practice sessions in a Professional Development seminar for all students can resolve this issue through coaching. Assessment tools such as Empowerment Principles, Learning Styles, Personality, and Behavioural Coaching would also prove of great added value. Moreover, a clear indication of assessment method suited for assessing practical skills development is needed.***

The comment has been noted and we would like to refer to the purpose and learning outcomes of the programme as submitted in the Document 200.1:

### **1. Program's purpose and objectives:**

The aim of this Programme is to prepare Students for a rewarding career in hotel management operations. It develops Students' critical thinking and refines their analytical, problem-solving and decision-making skills as well as their managerial skills, and competencies essential to all professional managers in the hotel industry.

Students learn about the social, economic and environmental context in which the hotel industry operates and the structure, nature and operating characteristics of the different departments of a hotel unit such as Front Office, Housekeeping, Food & Beverage, Customer Service, Leisure & Recreation, Event mgt as well as marketing and sales promotions.

Furthermore, Students are given the opportunity to put into practice the knowledge and skills they have acquired through work placement schemes organized by the College and approved by the Ministry of Education, Culture, Sports and Youth.

### **2. Intended learning outcomes:**

- Critically analyze and evaluate contemporary issues within the areas of hotel management.
- Develop the managerial skills necessary for managing different hotel departments.
- Analyse the significance of providing guests with service of exceptional quality and its impact on the success of any hospitality operation.
- Develop strategies for maximizing the occupancy rate of a hotel and increase the average daily rate and revenue per available room.
- Analyse the leadership abilities required to manage a hotel unit successfully.

We would like to refer to **page 9 - 10** and the **"Course Syllabus"** procedure and mention that Lecturers apply Bloom's Taxonomy Action Verbs when writing the learning outcomes and purpose of their syllabi.

After taking into account the comment of the Committee, the College has revised the purpose and learning outcomes of the courses offered during the third and fourth years in order to reinforce them further and provide more transversal skills to students. **Please refer to Annex 2 Syllabi.**

**Please also refer to the answer on pages 17 - 20.**

Additionally we would like to mention that a variety of seminars are organized for staff and students in order to support and help them develop. The following are some of the seminars that have been offered:

- Planning and Writing an Essay or Assignment
- How to get a job thought social media
- How to write an assignment
- Culture shock and adaptation
- Anxiety and Stress Management
- How to write an assignment
- Seminar on employment, CV and interviews
- Erasmus + mobility programme

After taking into account the comment of the Committee our Office of Professional Studies has suggested the following seminars to be offered to students and staff in the academic year 2020 – 21, 2021 - 22:

- 1) Communication Skills
- 2) Emotional Intelligence
- 3) Teamwork and Cooperation
- 4) Organization and Time Management
- 5) Self-awareness and Self-confidence
- 6) Stress Management
- 7) Presentation skills
- 8) Develop a Problem-Solving Mindset

### 3. Teaching Staff (ESG 1.5)

#### **FINDINGS**

##### **Comment of the Committee**

**Based on the documentation provided by the College, 21 members of staff are involved in the delivery of the programme. Except for two Senior Lecturers and one Assistant Professor, all others (i.e. 18) are at the level of Lecturer. Twelve (12) members of staff work on a full-time basis delivering 81 periods per week (i.e. 57.86% out of the total 140), and nine (9) work on a part time basis delivering 59 periods per week (i.e. 42.14% out of the total 140); in other words, part time members of staff deliver a significant part of the programme. Three (3) members of staff are PhD Holders; fourteen (14) members of staff are holders of postgraduate degrees, while four (4) only hold Bachelors or the 5-year German Diplom degrees.**

##### **Reply from the Institution**

The comment has been noted and we would like to mention that the College philosophy is to employ highly qualified Faculty with the necessary teaching skills, knowledge of curriculum design, pedagogy and subject content.

The College employs full time and part time lecturers. The maximum percentage of part time lecturers is 50% of the total number of Faculty staff teaching in a programme of study as specified by the existing law.

The College policy is to employ Faculty staff whose qualifications are higher than the level of the Programmes. The maximum percentage of faculty staff having the same qualifications as the Programme level must not exceed 30% as specified by the existing law. PhD qualifications and attested research work are considered an advantage.

##### **Please refer to Annex 3 Revised Faculty.**

Regarding the comment about the **5-year German Diplom degrees.**” we would like to mention the following:

The qualifications of the specific member of the Faculty responsible for teaching the optional Free Elective course “Cultural Geography” are as follows:

#### **ΠΑΝΕΠΙΣΤΗΜΙΑΚΗ ΜΟΡΦΩΣΗ**

##### **Οκτώβρης 1980 – Γενάρης 1989**

##### **α) Σχολή Αρχιτεκτονικής στο Πολυτεχνείο τού Aachen (RWTH Aachen),**

τής Ομοσπονδιακής Γερμανίας:

- Σπουδές στην Αρχιτεκτονική σε 5ετές πρόγραμμα Διπλώματος (Diplom).

Εμβάθυνση στον τομέα τής Πολεοδομίας και στον τομέα τών Ψηλών και

Βιομηχανικών Κτηρίων.

Διπλωματική Εργασία: «Ουρανοξύστης στο Chicago»

Αποφοίτηση με τον τίτλο: “Diplom Ingenieur, Architekt“

- β) Φιλοσοφική Σχολή στο Πολυτεχνείο του Aachen (RWTH Aachen),**  
τής Ομοσπονδιακής Γερμανίας:
- Σπουδές στην Αγγλική Γλωσσολογία και Λογοτεχνία και στη Συγκριτική Λογοτεχνία, στο επίπεδο Προδιπλώματος(Vordiplom).

We would like to say that the “Diplom Ingenieur” title was awarded after the completion of a 5-year programme of study, according to the educational system of Germany.

The “Diplom Ingenieur” title was awarded to technical oriented programmes and is equivalent to the “Magister Artium” title which was awarded to theoretical programmes of study.

**Please refer to the paragraph below and to Annex 4 Certificate** (of another member of our staff with the same qualification) in order to clarify the above point.

***Subject to the regulations of the "Zentralstelle fur auslandisches Bildungswesen", Bonn, the certificate of the "Diplom-Ingenieur" is equivalent to the American and British "Master of Engineering" or "Master of Science" which entitles a student in the United States and the Commonwealth to acquire the Ph.D. (Doctor of Philosophy).***

#### **Comment of the Committee**

***at the same time, however, the College does not implement a 360-degree evaluation approach, which would also involve the evaluation of the academic management team by the teaching staff.***

#### **Reply from the Institution**

The comment has been noted and we would like to mention that the members of the Faculty have the opportunity to evaluate the academic management through the Faculty Self-Appraisal procedure:

#### **Aca\_OIP\_21**

#### **Faculty Self-Appraisal**

The objectives of the Faculty Self-Appraisal ensure:

- Compliance with the College’s mission.
- Employee development.
- Employee motivation.
- Identification of problems.
- Documentation to support other management decisions including corrective/disciplinary actions.
- Quality.

At the end of each calendar year the QA Officer requests the Faculty to complete a self-appraisal form.

The self-appraisal is completed with an online survey development tool.

The QA Officer is responsible for organizing the self-appraisal procedure. The link and passphrase are sent via e-mail to staff.

The QA Officer requests the Academic Committee and the QA Committee to meet to discuss the results.

## **FACULTY SELF APPRAISAL FORM**

Link: <https://goo.gl/forms/ZiQskPByyecOOWFt1>

Passphrase: cy\_ctl\_fsaf

### **Instructions for completing your appraisal:**

You should respond to each question, in your appraisal, completely and accurately.

You should complete your appraisal before your meeting with your supervisor for the annual performance appraisal.

### **PERSONAL INFORMATION**

Please complete your personal information required below.

Please state your name.

Please state the subjects taught.

Appraisal period from date:

Appraisal period to date:

### **SECTION 1: SELF-EVALUATION**

**Please complete the following questions regarding your self-evaluation during the period of review.**

1. Do you state the course objectives, grading procedures and other necessary information clearly in each course outline?
2. Do you use suitable methodology for achieving the course objectives?
3. Do you use the appropriate teaching methods to achieve the expected learning outcomes of the course?
4. Do you use modern educational technologies that are consistent with international standards?
5. Do you maintain accurate records on students' performance and other kinds of required evaluation criteria?
6. Are you confident of your comprehensive knowledge and mastery of the subject matter of each course that you teach?
7. Do you engage in professional activities that contribute to professional growth and improvement?
8. Do you complete all responsibilities assigned to you competently?
9. In what extra-curricular activities have you participated this year?

### **SECTION 2: EVALUATION AGAINST YOUR PERFORMANCE IN CLASS**

**Please complete the following questions regarding your performance in class during the period of review.**

1. Do you consider yourself punctual, well prepared and well organized for each class?
2. Do you encourage active participation of students in class and answer questions?
3. Are you respectful and fair to students at all times and willing to accept diverse viewpoints, beliefs or opinions different from your own?
4. Do you encourage critical thinking and analysis in your class?
5. Do you encourage your students to seek your help outside the class to support and enhance their academic success?

### SECTION 3: EVALUATION AGAINST YOUR PROFESSIONAL RELATIONSHIPS

**Please rate your relationships during the period of review on a scale from 1 being poor and 5 being excellent, and justify your ratings.**

In rating your relationship please bare in mind the following definitions:

**Excellent:** relationships almost so good that they cannot be bettered.

**Very good:** relationships considered very positively by all concerned, but scope of improvement identified.

**Good:** relationships generally positive, although there may have been some problems from time to time.

**Fair:** relationships tend to be disappointing and less good than you would have expected

**Poor:** relationships unsatisfactory, with a tendency to be negative, for reasons you identify

1. Your relationships with staff whom you manage (if applicable).

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please justify your rating.

2. Your relationships with the management.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please justify your rating.

3. Your relationships with other colleagues.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please justify your rating.

4. Your relationship with your supervisor.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please justify your rating.

5. Your relationships with the students.

1      2      3      4      5  
O      O      O      O      O

Please justify your rating.

6. Is there any other information or issue regarding your professional relationships you would like to discuss?

#### **SECTION 4: CAREER PROGRESSION AND DEVELOPMENT DISCUSSION**

**Please complete the following questions regarding your career progression and development goals during the period of review.**

1. What aspects of your work do you feel especially satisfied with?
2. What aspects of your work have not gone as well as you would have hoped? Explain what you have done and what you plan to do to improve your performance.
3. What are your career development goals?
4. What extra-curricular activities are you willing to contribute to next year?

#### ***Comment of the Committee***

***Overall, however, few of the members of teaching staff are truly research active and only to a limited degree; this is not expected to change at least in the foreseeable future especially since many members of academic staff do not hold and do not read for a PhD degree – in fact, several members of staff only hold MSc degrees, or even (in an admittedly small number of cases) a BA degree; the latter is clearly regarded as insufficient to teach at a BA level.***

#### **Reply from the Institution**

The comment has been noted and we would like to refer to the answer given in **Section 1 – Study programme and study programme’s design and development on pages 3 – 8.**

The College policy is to employ Faculty staff whose qualifications are higher than the level of the Programmes. The maximum percentage of faculty staff having the same qualifications as the Programme level must not exceed 30% as specified by the existing law. PhD qualification with recent research activity is considered an advantage.

Taking into account all comments of the Committee the College has revised the Faculty by introducing two new members:

Please see below the revised Faculty:

**Number of Faculty: 22**

Full time staff:	11	50%
Part time staff:	11	50%

**Faculty qualifications:**

PhD holders:	4	18, 18 %
PhD cand:	3	13, 64 %
Holders of Master's Degree:	13	59, 09 %
Holders of Bachelor's Degree:	2	9, 09 %

Please refer to Annex 3 Revised Faculty.

**Comment of the Committee**

*It is also worth noting that some members of staff currently teach subjects, which are well beyond the expertise that they acquired from their academic qualifications. For example, Dr Andreas Constantinou who is an economist teaches (among others) hospitality law; while Dr Elena Malkawi who is also an economist teaches (among others) organizational behaviour. When asked to comment on their level of confidence to teach such topics, involved members of staff appeared reassuring arguing that they have taught these modules for several years and, therefore, are in a position to deliver a very good teaching and learning experience. As a general rule, however, the EEC strongly recommends that academic members of staff should not be involved in teaching subjects, which are unrelated to their academic qualifications.*

**Reply from the Institution**

The comment has been noted and after taking into account the comments of the Committee the College has introduced two new Lecturers to the programme as shown below. Courses have been reassigned to Lecturers with the corresponding academic qualifications.

## 1. Yiannis Kouis

Cornell University, New York, U.S.A. (1989 – 1991)  
Master of Management in Hospitality and Tourism

- Concentration: General management and marketing

University of New Orleans, New Orleans, U.S.A. (1983 – 1987)  
Bachelor of Science in Business Administration

- Concentration: Hotel, restaurant, tourism administration

## 2. Dr Christoforos Ioannides

King's College London, PhD Laws, 2020

*Honors:* PhD Law Scholarship from the Cyprus State Scholarship Foundation *Dissertation:*  
Legitimacy: An Essentially Contested Concept?



Arizona State University, MA in Philosophy, 2012 *Dissertation: Can Kelsen's Legal Positivism Account for International Regime Change?*

University of Edinburgh, LLM in International Law, 2006

*Dissertation: Is There a Case for a Right to Die?*

National and Kapodistrian University of Athens, LLB, 2005

*Honors: 10<sup>th</sup> best student place (2002-2003)*

**Please refer to Annex 3 Revised Faculty.**

## **AREAS OF IMPROVEMENT AND RECOMMENDATIONS**

### **Comment of the Committee**

***All staff should become more actively involved in research to understand the evolving requirements of the hotel sector and contextualise their teaching accordingly. Moreover, the EEC encourages the College to keep inviting recognised visiting teaching staff from HEIs in Cyprus and abroad to participate in the study programme and offer valuable insights into how the programme offering can be improved.***

### **Reply from the Institution**

The comment has been noted and we would like to mention that the Administration of the College, after consultation with the Board of Governors and the College Council, has decided to approve a yearly budget which will be allocated to visiting Professors from abroad or other Institutions in Cyprus. The target set is to have at least two (2) visiting professors per year.

Additionally, we would like to mention that the College has been selected for the award of the Erasmus+ Charter for Higher Education (ECHE) and is an Erasmus Chartered Institute offering exchange opportunities to Staff, Students and Programmes of Study. The College has agreed to cooperate in the exchange of students and/or staff in the context of the Erasmus+ programme with the following Institutions:

1. Universidad Catolica San Antonio de Murcia in Spain
2. Universum College Kosovo
3. Tbilisi State Academy of Arts in Georgia
4. Alberta College - Latvia
5. Poltava University Of Economics And Trade – Ukraine
6. Akademia Wychowania Fizycznego we Wroclawin

The following is a record of mobility programme activities organized by the College:

- Mr. George Antoniadis, member of the faculty visited Spain from 28/10/2018 – 03/11/2018 and taught Hotel Management course sessions in UCAM (Universidad Catolica San Antonio de Murcia).
- In April 2019 Ctl Eurocollege participated in the International Scientific Conference Emerging Trends in Economics, Culture and Humanities (etECH2019)ll, Riga-Latvia. Mrs
- Elena Malkawi and Mrs Dora Konstantinou both members of the faculty, presented research papers with another 180 participants from 18 countries and gave lectures on their

area of expertise.

- Dr Georgios Afxentiou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught business related subject.
- Mrs. Chryso Panayidou, member of the faculty, visited UCAM (Universidad Catolica San Antonio de Murcia) in Spain in May 2019 and taught tourism and hospitality subjects.
- Visiting Professors from Alberta College in Riga, Latvia visited our College in May 2019 as part of the same staff mobility programme and taught information technology and business subjects.
- Visiting Professor from Obuda University, Budapest, Hungary visited our College in November 2019.
- Visiting lecturers from the University of Murcia in Spain were scheduled to visit our College in the coming months but due to Covid 19 the visit will be rescheduled.

**Please also refer to the answer given in Section 1 – Study programme and study programme’s design and development on pages 3 – 8.**

#### **Comment of the Committee**

***The EEC also strongly recommends that (with the possible exception of culinary-related modules) all members of teaching staff should hold at least a Master’s degree. Moreover, the EEC strongly recommends that academic members of staff should be involved in teaching subjects, which are in line with their academic qualifications.***

#### **Reply from the Institution**

The comment has been noted. Please see below the qualifications of Faculty as presented in Document 200.1:

**Number of Faculty: 21**

#### **Faculty qualifications:**

PhD holders:	3	14, 29 %
PhD cand:	3	14, 29 %
Holders of Master’s Degree:	12	57, 13 %
Holders of Bachelor’s Degree:	3	14, 29 %

Faculty members holding a Bachelor’s degree:

1. Fotis Andreou  
Bachelor of Arts (Hons) in Professional Culinary Arts  
Diploma in Culinary Arts

Allocated courses: Food Preparation  
Hygiene and Nutrition

2. Henry Lara  
BA Applied Linguistics

Allocated courses: Business Communications  
Academic Writing  
Advanced English  
Spanish

3. Dimitra Papadopoulou  
Bachelor in Sociology  
Bachelor in Photography

Allocated course: Sociology\*

\*The Sociology course has been replaced with the Psychology course since we believe that is more applicable to a 4-year degree. The course is offered by:

Ioanna Drousiotou  
MSc Clinical Psychology  
BSc Psychology  
BSc Morse

**Please refer to the revised Faculty in page 31 and also please refer to Annex 3 Revised Faculty.**

#### 4. Students

(ESG 1.4, 1.6, 1.7)

#### **AREAS OF IMPROVEMENT AND RECOMMENDATIONS**

##### **Comment of the Committee**

**The EEC would like to propose that the College should consider more explicit admissions criteria and previous professional experience accreditation for mature students with non-traditional backgrounds.**

##### **Reply from the Institution**

The comment has been noted and we would like to mention that the entry requirements are according to the rules and regulations of the Ministry of Education, Culture, Sports and Youth and the CYQAA.

The entry requirements are shown below:

##### **a) Home and EU Student Candidates:**

A High School Leaving Certificate (Apolysterion) from a six-form Secondary (3+3 years) School, or an equivalent qualification, with a minimum grade of 15/20 or 75/100

##### **b) International Student Candidates:**

A twelve-year schooling certificate with a satisfactory performance or an equivalent qualification, with a minimum grade, equivalent to the University entry requirements applicable in the Candidate's country of origin, respectively.

##### **Evidence of language abilities for Undergraduate Programmes**

The language of instruction at Ctl Eurocollege is English.

Candidates who are **not** native speakers of English need to provide evidence of adequate command of this language, such as IELTS, TOEFL iBT and IGCSE certificates.

The following certificates are accepted by Ctl Eurocollege:

##### **English:**

1. TOEFL minimum score 46-59
2. IELTS minimum score 5.5
3. IGCSE minimum grade C
4. Other equivalent internationally recognized examinations with grades matching the above.

Students who cannot provide the above evidence are required to pass the College English Language Test (CELT).

Students who do not achieve the required pass mark have to enrol in the Preparatory Programme provided they satisfy the other admission requirements.

Students who sit the CELT are classified according to the scores below:

0-24	Preparatory English Level I	A2
25-32	Preparatory English Level II	A2/B1
33-39	Preparatory English Level III	B1+/B2
40-50	is admitted directly to the Programme of study	B2/C1/C2

## 5. Resources (ESG 1.6)

### **FINDINGS**

#### **Comment of the Committee**

**Teaching and learning resources are adequate, readily available and accessible by both academic staff and students. In a student-centered atmosphere, the setup of the rooms in a classroom format was noticeably traditional. We know from experience that the classroom environment adds to the quality of the learning.**

#### **Reply from the Institution**

The comment has been noted and we would like to mention that the College acknowledges the importance of student centered-learning and advises Lecturers on how to achieve this. Lecturers are encouraged to improve their teaching methodology and use group discussions, role play, team work, case studies that promote critical thinking and problem solving skills as well as promote free will and expression.

Lecturers are free to reorganize the classroom sitting arrangements if they believe it will improve student-centered learning and the learning experience.

### **AREAS OF IMPROVEMENT AND RECOMMENDATIONS**

#### **Comment of the Committee**

**Administrative Staff should be evaluated frequently during the student's programme of study and not only when the student has graduated and is leaving the university. This can prove an important selling point for the College; this is because students appreciate it when the problem is addressed in real time.**

#### **Reply from the Institution**

The comment has been noted and after taking into account the comment of the Committee the College has revised the procedure Student Satisfaction Survey which is included in its Quality Assurance Handbook. The procedure has been transferred to the Quality Assurance Section with the code Qua\_InP\_06 and is completed at the end of the academic year by all students. **Please see below the revised procedure:**

#### **Qua\_InP\_06**

##### **Student Satisfaction Survey**

The primary goal of the College is to maintain and improve high standards to ensure student satisfaction.

The QA Officer conducts an anonymous survey among students at the end of each academic year. The survey is conducted through an online survey development tool. The results are given to the Executive Director, the Administration and Finance Director.

The Executive Director requests the College Council and the QA Committee to meet to discuss results and action is taken if necessary.

Students use the following link and passphrase.

Link : <https://goo.gl/forms/x8z3WUKJ0v9QSLOI2>

Passphrase : cy\_ctl\_sss

## STUDENT SATISFACTION SURVEY

### SECTION 1: COLLEGE OFFICES AND STAFF

Please rate on a scale from 1 indicating very poor to 5 indicating excellent.

1. Is the reception staff helpful, courteous and respectful?

1      2      3      4      5  
○      ○      ○      ○      ○

2. Is the Academic Staff supportive during your studies and do they help you to achieve your academic goals?

1      2      3      4      5  
○      ○      ○      ○      ○

3. Does the International Office provide you with quality services and always treat you with respect as an individual and as someone from a different culture? (if applicable)

1      2      3      4      5  
○      ○      ○      ○      ○

4. Is the support and guidance provided to you by the Student Welfare & Activities Office sufficient and satisfactory?

1      2      3      4      5  
○      ○      ○      ○      ○

5. Are the services offered by the Library adequate to support your studies?

1      2      3      4      5  
○      ○      ○      ○      ○

6. Does the Accounts Office treat you with respect and provide you with adequate options regarding financial issues?

1      2      3      4      5  
○      ○      ○      ○      ○

7. Do you feel you have good direction, advice and encouragement to help you overcome any problems you are facing during your studies?

1      2      3      4      5  
           

8. Overall, how do you rate your experience at the College?

1      2      3      4      5  
           

If you have any additional complaints about the points raised in this section (Section 1), please list them below:

**SECTION 2: COLLEGE FACILITIES**

**Please rate on a scale from 1 indicating strongly disagree to 5 indicating strongly agree.**

1. Classroom space is adequate.

1      2      3      4      5  
           

2. Number of students per class is appropriate.

1      2      3      4      5  
           

3. Computer labs are adequate.

1      2      3      4      5  
           

4. Study space for students is adequate.

1      2      3      4      5  
           

5. Copy machine availability is adequate.

1      2      3      4      5

If you have any additional complaints about the points raised in this section (Section 2), please list them below:

**SECTION 3: STUDENT EXPERIENCE**

**Please rate on a scale from 1 indicating strongly disagree to 5 indicating strongly agree.**

1. Student diversity is valued.

1      2      3      4      5  
           

2. Students receive adequate recognition for their accomplishments.

1      2      3      4      5  
           

3. There is a clear student complaint/grievance process.

1      2      3      4      5  
           

4. Help is available to pursue career goals.

1      2      3      4      5  
           

5. If I had a choice, I would choose to attend Ctl Eurocollege again.

1      2      3      4      5  
           

6. I would recommend Ctl Eurocollege to others.

1      2      3      4      5



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If you have any additional complaints about the points raised in this section (Section 3), please list them below:

**6. Additional for distance learning programmes**  
*(ALL ESG)*

**N/A**

**7. Additional for doctoral programmes**  
*(ALL ESG)*

**N/A**

**8. Additional for joint programmes**  
*(ALL ESG)*

**N/A**

## **a) Conclusions and final remarks**

### ***Comment of the Committee***

***The learning outcomes of the individual modules are in most cases well-structured and balanced. Nonetheless, the narrative of the entire curriculum should become clearer; contextualization of generic modules is necessary; while new modules could be introduced such as Entrepreneurship, Family Business Management, Consultancy, Health/Wellness/Spa Tourism to reflect emerging trends in the hotel sector.***

### **Reply from the Institution**

The comments have been taken into account and the College has taken action to rectify this. The Entrepreneurship and the Hotel Industry, Health and Wellness Tourism and Hotel Financial Management courses have been introduced to the programme and contextualization has been applied.

**Please refer to the answer given in Section 1 – Study programme and study programme’s design and development - Areas of Improvement on pages 12 – 13.**

**Also please refer to Annex 1 Structure of the programme and Annex 2 Syllabi**

### ***Comment of the Committee***

***The modules’ list of references/bibliography could include journal articles with contemporary cases, issues and topics.***

### **Reply from the Institution**

The comment has been taken into account and the College has taken action to rectify this. Academic Journals have been added to the Recommended Further Bibliography.

**Please refer to the answer given in Section 1 – Study programme and study programme’s design and development - Areas of Improvement on page 14.**

**Also please refer to Annex 2 Syllabi.**

### ***Comment of the Committee***

***The introduction of electives towards the end of the programme when students are more mature and have greater awareness as to what career they may pursue in the future is welcomed but should be appropriately contextualized.***

### **Reply from the Institution**

The comment has been taken into account and the College has taken action to rectify this.

**Please refer to Annex 1 Structure of the programme and Annex 2 Syllabi.**

### ***Comment of the Committee***

***Assessment approaches appear mainstream and weights of different assessment modes are applied horizontally across the entire curriculum – this may end up putting certain students at a disadvantage. The College is, therefore, actively encouraged to use variable weights and types of assessment modes.***

### **Reply from the Institution**

The comment has been taken into account.

**Please refer to the answer given in Section 1 - Study programme and study programme's design and development – Areas of Improvement on pages 10-12 and to the answer given in Section 2 – Teaching, learning and student assessment – Findings on pages 15 - 16.**

### ***Comment of the Committee***

***There is some evidence of relevant research activity among a small number of academic staff, who are engaged in research activities with modest publication or other related outputs. Publications by members of academic staff in hotel management should be actively encouraged by the College to better inform the curriculum and contextualise teaching.***

### **Reply from the Institution**

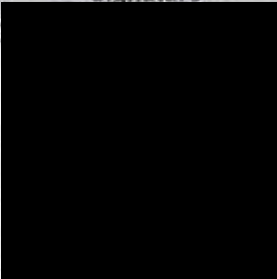
The comment has been taken into account.

**Please refer to the answer given in Section 1 - Study programme and study programme's design and development – Findings on pages 3 – 8.**

The Administration of Ctl Eurocollege would like to express its gratitude to The Cyprus Agency of Quality Assurance and Accreditation in Higher Education as well as to the External Evaluation Committee for the positive and constructive comments made in the external evaluation report regarding the programme of study “Hotel Management” 4 years, Bachelor of Arts, plus an optional foundation year. After taking into account the comments and suggestions of the External Evaluation Committee the Internal Quality Assurance Committee of the Institution has taken the necessary measures outlined in this document.

**b) Higher Education Institution academic representatives**

**b) Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Andreas Papathomas	Executive Director	
Lakis Papathomas	Administration and Finance Director	
Dora Konstantinou	Academic Dean	
Dr Elena Malkawi	Programme Coordinator	
Marianna Papathoma	QA Officer	

**Date:** 29/9/2020

**Date:** 29/9/2020