

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
CDA College
- **Town:** Pafos
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
ΤΡΑΠΕΖΟΚΟΜΙΑ (2 ΈΤΗ, 120 ECTS, ΔΙΠΛΩΜΑ)
In English:
CATERING ARTS & SERVICES (2 YEARS, 120 ECTS, DIPLOMA)
- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**
In Greek: Concentrations
In English: Concentrations

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. Introduction

This part includes basic information regarding the onsite visit.

The Evaluation Committee would like to thank CDA colleagues, external partners and students, as well the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, for a very informative and interesting visit. The Committee appreciates the openness and transparency of the discussions and the opportunity to visit the facilities. The kind hospitality offered throughout the day at CDA and also at Fitos Inn was also a very good indication of what the College can offer in terms of hosting and training. One of the most positive intentions that emerged from the meetings was the aim to provide training in traditional Cypriot hospitality culture and the art of service, which has become somewhat lost in recent years in the service industry. The other very positive approach was the emphasis on student-centred teaching and learning, as well as support for student wellbeing.

Firstly, and most importantly, an explanation was given of the current situation in Cyprus in tourism and hospitality, which helped the Committee to understand the need for such a Program to address labour shortages and skills gaps. This was strongly reinforced by the meeting with the External Stakeholders, who conveyed the need for such training to exist. They also offered their support for the Program and willingness to lobby at a higher level to ensure that the training will attract adequate numbers of students who can then work more easily in Cyprus after completion (even if they come from ‘third countries’).

Questions were also answered about how the Programme will be marketed and how the image of hospitality and service employment could be made more attractive for younger generations of students and potential employees. There was also a discussion about the challenges of seasonality, which has been addressed by developing different forms of tourism such as events and conferences, golf, spa and wellness tourism.

The quality assurance procedures of the College were explained in detail, which gave the Committee the opportunity to understand the evaluation and monitoring processes that will be used to ensure the quality of the Programme overall. Supplementary material was provided about student evaluations of teachers and courses, classroom observations, as well as the self-evaluation process for teachers. It was indicated that the Programme will be monitored after every semester. The admission process to the Programme was explained and is rigorous.

The overall structure of the Programme was presented and explained very clearly. The logic of the content and structure was justified well in response to questions from the Committee and the External Stakeholders confirmed their role in providing feedback and suggestions for the inclusion of specific courses and skills training. The practical training opportunities were explained in detail, including an informative site visit to Fitos Inn at the end of the day. It seems that the students will

have numerous internship opportunities and self-development possibilities during the second internship (more responsibility, etc).

The meeting with the staff who will teach on the Programme helped to elaborate on the content of the courses, the teaching methodologies and the assessments. All of the staff were very positive and some were especially passionate about their subjects and the need for the training. This was especially true of staff who are also practitioners currently in the industry. The dual background of many of the staff was explained, which is a strength of this Programme. It was clear that the approach of the staff is student-centred and the relatively small numbers of students currently allow the staff to have personal relationships with each one and to know their personalities, strengths and career aspirations. There is ongoing professional support available for staff who want to undertake further degree Programmes or to attend conferences. External speakers are also invited to the College and students are taken on site visits.

The brief tour and talk about the library confirmed that the College has a good range of books related to travel and tourism, which is being updated and expanded as new books are published relating to food and beverage. Access to journals is guaranteed by the librarians, even if students do not have direct personal access.

The meeting with students from other Programmes confirmed that the students are well-looked after by the College teaching and administrative staff. They asserted that the College facilities are good (including IT provision), that they have flexible schedules which allow them to work as well, and that there are adequate social opportunities. The payment of fees is also flexible and student-friendly (e.g. payment in installments). The only negative comments related to public transport access to the College and parking. They appreciated the friendly environment and student care.

The meeting with the administrative staff confirmed the rigorous nature of the application and acceptance process, the flexibility of the fee payment structure, the IT system (mainly the Moodle platform), the support for student wellbeing and care and organisation of social activities (e.g. welcome event, seasonal parties).

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Dr James Kennell	Head of School of Hospitality and Tourism Management	University of Surrey
Dr Melanie Smith	Associate Professor	Budapest Business University
Dr Eleni Malissova	Associate Professor	University of Thessaly
Christiana Anastasiadou	Post-graduate student	Open University Cyprus



Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
 - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
 - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
 - *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*

- conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*

- *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/courses taught in a foreign language)?*

- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

Findings

The EEC were able to evaluate quality assurance policies and processes of CDA college in two ways: First, through the supplied documentation prior to the event and, second, through the presentations and discussions during the event.

We are satisfied that the college has appropriate policies and procedures in place to support the delivery of the programme in line with national and international quality assurance norms through its structures, regulations and processes. Clear information was provided on the ways in which quality assurance is embedded in processes for assessment and the awarding of qualifications. During the event, robust answers were given in response to questions about academic integrity and the way that related issues are managed, including the use of software to detect plagiarism involving the use of generative artificial intelligence.

The EEC were able to meet with external stakeholders from the tourism industry in Paphos and Cyprus, and also to visit a hotel that is intended to be used as a training facility for the proposed programme of study. External stakeholders had clearly been involved in the development of the programme, and had been able to influence its development in an iterative way, giving us confidence that the programme is supported externally, and that the processes for developing the programme with external input were satisfactory.

The programme has been designed using learning outcomes that are in accordance with the European Qualifications Framework (EQF), and these are clearly mapped against the courses in which these outcomes are met by learners. At the level at which the programme is delivered, it contributes to the four purposes of higher education outlined by the Council of Europe.

The team have considered the way in which students progress through the programme well, with courses building skills and knowledge in a progressive way over the two years of the diploma, including in how they support two periods of industry placement.

The programme is supported by a team of staff who are aware of developments in their disciplines, with some staff being research-active in a traditional academic sense, and others working on projects, or in industry, enabling them to keep up-to-date with contemporary trends in a way that is appropriate for vocational education.

Information regarding the programme of study is clear, accurate and related to the selection criteria, the intended learning outcomes, the qualification awarded, the teaching, learning and assessment procedures, the pass rates, the learning opportunities available to the students. Information specifically related to the proposed programme of study is not currently publicly available, as this course awaits accreditation. CDA though as a whole, in relation to other study programmes, presents detailed information, in relation to the available courses: the contents, the learning outcomes etc through its website (eg <https://cdacollege-pafos.net/course/travel-tourism-diploma/>). All the necessary data are available in the CDA application info, described in full detail, but not publicly available yet.

With regards to information management, CDA has detailed quality assurance procedures, describing in detail how information is collected and analysed for all the study programmes. So far, there is no available data for the programme under evaluation, as it is not yet operational. Indicative information to be gathered and analysed refer to: key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, industry trend analysis, feedback mechanisms from external partners/stakeholders, data exchanges with professional networks. The EEC had the opportunity though, to review some relevant data through the feasibility study provided, highlighting the potential that the specific programme shows especially with associations from the tourist industry in Cyprus.

Strengths

- CDA's quality assurance procedure is robust and includes ongoing self-evaluation for teaching and administrative staff, evaluation of courses and teachers by students, as well as opportunities for both students and staff to give feedback and suggestions for improving the College. There is also a formal complaint procedure for students if necessary.
- The Programme Leader emphasised that attention is being paid to new international trends in hospitality, food and beverage, including visits to other countries on a yearly basis to

observe and learn from changing practice. This means that the Programme can be responsive to the changing needs of society. Careful attention is also paid to the current economic situation in Cyprus in terms of employment and skills gaps in collaboration with stakeholders.

- The content of the study programme seems to be well-balanced in terms of theoretical and practical content, as well as progression from earlier to later courses and from the first to the second internship. The content has clearly been informed by labour market analysis and detailed discussion with stakeholders. There seems to be regular communication between teachers to ensure that there are no substantial overlaps between courses and assessments.
- The study Programme supports the development of learners' linguistic competence (if they choose Greek or Russian language electives), as well as their digital skills in technology that is used internationally as well as locally in the industry. Assessments include group work, which was confirmed by the existing students, as well as the improvement of presentation and communication skills (e.g. role play).
- The relationship with stakeholders in the development of the Programme seems to be very strong and positive. They provided feedback and suggestions for Programme content, as well as supporting internships.

Areas of improvement and recommendations

- We recommend developing a rubric that clearly aligns programme learning outcomes, not only with courses, but with specific assessments on each course.
- There is a need to specify the students' workload, especially the range of assessments. Staff should communicate clearly about their assessment plans and ensure that there are not too many overlaps in terms of the nature of tasks and deadlines.
- More information should be provided about the progression rates of current students, as well as alumni career paths, especially whether they stay in Cyprus or work internationally. This information will be useful for current and prospective students.
- Except for the Programme development and relationship with the Fitos Inn, it is not immediately clear how the external stakeholders will be involved in the ongoing quality assurance of the Programme. Their role in providing feedback and support (beyond internships) might need to be stated more specifically.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
----------	---



1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.2 Process of teaching and learning and student-centred teaching methodology

2.3 Practical training

2.4 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

Throughout the visit, it was clear that CDA college has a strong focus on the individual and social development of students. The nature of delivery in the college means that staff know students well, and small group teaching means that individualized approaches to teaching and learning can be

taken. Teaching staff explained a variety of teaching methods, including the use of authentic assessments and site visits, as well as the integration of guest speakers from industry, which are appropriate for vocational education in this field.

Students explained that their voices are heard by staff, including when raising concerns, and there are appropriate processes in place for collecting and acting on student feedback.

Students are given detailed information in advance of their studies regarding their timetable, expected hours of work, assessment load and the schedule of content for each course.

This is a vocational programme of study, in which practical and theoretical studies are interconnected through the design of the programme, with many topics being first introduced theoretically in one course, then explored practically in a subsequent course.

A feature of this programme is its practical elements. It is clear that the practical elements of the delivery of hospitality services are highly valued by stakeholders, and the staff team have a clear focus on these. CDA college has limited facilities for delivering these in-house, but has partnered with a local hotel to provide an environment in which these skills can be taught and assessed. It is clear from the material supplied, and from the presentations given during the visit, how the practical elements contribute to the overall programme learning outcomes, and the timing and weighting of the two periods of industrial placement is clear.

Strengths

- CDA has adopted a student-centred approach to teaching, learning and support. The teaching staff stated that they give individual attention to students, including their needs, personalities and career aspirations. This is facilitated by the small numbers of students. The administrative staff explained how they support student wellbeing (e.g. psychologists and counselors), as well as organising welcome and social events. The timetable is organised with students' needs in mind (e.g. allowing them to work as well). Students on existing programmes confirmed these points.
- Due to their close relationship to or involvement in the hospitality industry, the teachers are highly aware of changing developments and trends in the industry. This includes new developments in F&B, as well as technology. The balance between theoretical and practical content has been carefully considered and addressed.
- The College has IT support and has recently renewed its technology.
- The College has very specific information about practical training and internships, including the assessment of these.

Areas of improvement and recommendations

- More attention should be paid to the nature and balance of assessments across the whole Programme. The team should discuss this and a matrix or similar document should be produced that indicates an appropriate assessment workload. This is important in case the staff should change at some point or if visiting teachers are employed.
- Students need to be offered training opportunities in a range of hospitality facilities from guest houses or family businesses up to five star hotel level. The range of actual and potential internship possibilities should be listed in a separate document.
- Students expressed some difficulties reaching the college by public transport because their lodgings are not close by. Parking was also considered to be a problem. The new Programme should consider how students can reach the college and their internships (including the Fitos).
- The library space is cosy and inviting, but there may be a need to create other areas in which students can study, especially if they are sharing accommodation.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*

- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

Processes for the recruitment of staff are set out clearly in the supplied documentation, with appropriate levels of involvement of senior staff, and indications given of the nature of the justification for new posts, the process of recruitment and selection, and the oversight of this. Staff associated with the programme have a range of qualifications and backgrounds, but taken holistically this indicates that there are suitably qualified and experienced staff available to support students during their studies across a quite diverse range of courses. Staff are able to take advantage of support for their personal and professional development through support for conference attendance, research projects and participation in the ERASMUS+ programme for staff mobility.

Teaching staff are evaluated by students, based on the quality assurance procedures, on a regular basis. Feedback is given based on the evaluation results, and motivation and support is provided to improve. The number of staff is adequate in a ratio of 1 tutor per 2 students approximately, that gives the opportunity for a closer collaboration and knowledge sharing among teaching staff and students. The programme has a list of visiting staff mainly originating from the hotel industry, that will support the integration of the course with real life scenarios. Teaching is not connected to specific research activities in many cases, but that might not be necessary, given the level of the programme study. The teaching staff does not present a substantial research and / or publications record, but this does not undermine what is an overwhelmingly vocational programme of study.

Strengths

- The staff recruited to the teaching team have a broad academic background to cover the study programme
- Many staff involved in the programme have lengthy professional experience in hotels and restaurants as managers and/or consultants bringing hands on experience for the potential students
- Staff have the opportunity to follow study Programmes in the College without paying fees and are supported for attending conferences and improving their research.
- Teaching staff undertake self-evaluation each semester, which encourages them to reflect on their personal development.

Areas of improvement and recommendations

- ERASMUS exchange programme should be better exploited both for teaching staff and students by increasing the bilateral agreements among EU institutions and by motivating staff and students to participate in short/long term teaching/training missions
- CDA should encourage and support teaching staff to participate in more research initiatives and publish in peer reviewed journals related to the specific scientific field
- Students could possibly be involved in research, especially relating to more sustainable and green practices in hospitality and F&B

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

Sub-area	<i>Non-compliant/</i> <i>Partially Compliant/Compliant</i>
----------	--

3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

Admissions regulations for the programme are very clear, including levels of required English and the processes for evaluating and confirming prior attainment, including from third countries.

The regulations for the confirmation of student results, assessment and re-assessment (where necessary) and student progressions between years of the diploma and through to certification are very clear. The college has appropriate policies and procedures in place to collect and monitor data on progression. Clear information is provided on the provision of student transcripts, including an example of a transcript as it is presented to students. This transcript provides the required information about the courses, including credit weightings and performance.

There is an internal quality assurance committee in place that meets six times per year and includes within its remit the approval of results and awards for students. This committee has a suitable membership of senior and teaching staff, as well as student representation.

During the event, administrative staff explained the process for the recognition of prior learning and the possibility of credit transfer between programmes within CDA college, although the expectation is that this would be a very unlikely occurrence.

Strengths

- The recruitment and acceptance process of the College is very rigorous in line with national and international standards.
- Students affairs staff are available and willing to collaborate with each applicant individually in order to support the registration process.
- Student progression is closely monitored by student affairs staff and are in constant communication with students.

Areas of improvement and recommendations

- When recruiting from third countries, it would be helpful to specify equivalences for high school qualifications
- The College should state specifically whether prior learning and/or work experience can be taken into consideration

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 Teaching and Learning resources
- 5.2 Physical resources
- 5.3 Human support resources
- 5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

During the visit, a tour of the college was conducted, enabling us to evaluate the adequacy of the teaching and learning resources – specifically those provided by the library. The small library of the college is well-stocked with relevant books, and we were assured that further books would be purchased if the programme is approved. Students have access to digital resources through a number of subscriptions, and the librarian can also support students to access specialist resources on a case-by-case basis. Moodle is used as a VLE for the distribution of some learning resources,

with individual teaching staff using this method to provide course-specific resources, including industry resources.

The classrooms and IT infrastructure that we observed at the college during the visit was appropriate for delivering the theoretical and non-practical aspects of the programme. Classrooms were equipped in line with standard practice for teaching and learning in HE, and the college has experience of offering specialist technical facilities for other pre-existing programmes in related areas. Maximum class sizes were around 30 students, with most current provision not meeting this threshold. If the proposed programme recruits more strongly than this, multiple iterations of classes will be offered.

To deliver the practical aspects of the students' learning, a partnership is in place with the Fitos hotel. This hotel has a small number of rooms, but a range of appropriate facilities for training students in front-of-house, bar operations, customer service and food preparation and service.

Student support is taken very seriously at CDA college, with students expressing the view that they receive high levels of individualized support from application onwards. The scale of the provision makes it possible for pastoral staff to develop close professional relationships with students, and to provide support for students who typically have complex lives involving studies, work and family commitments.

Learning opportunities were accessible for students, as various learning technologies and tools are used, including via the VLE (moodle). The student population is diverse, and well catered for in this regard with meteors and administrative staff offering personalised support to students.

Strengths

- The use of a Virtual Learning Environment (Moodle) as a platform for learning, and supporting the use of this on mobile devices.
- Provision of new computers and up-to-date software to support student learning
- Integration of theoretical and practical learning
- Inclusion of specialist staff within the teaching team
- Inclusive approach to supporting learning, especially through administrative and pastoral colleagues

Areas of improvement and recommendations

- We recommend that all reading lists are updated before delivery, to include the most recent editions of standard texts, and new texts in specialist fields are added to support specific content areas.
- The list of suggested journals is not appropriate for every course. We recommend reviewing these to list only appropriate resources, including relevant industry publications, where appropriate.

- The relationship with the Fitos hotel requires clarification. Having access to suitable training facilities is vital for the success of the programme, and the ability of students to complete their studies. We are concerned that only one hotel is formally associated with the programme, and that this presents a risk to delivery. We first recommend that a formal agreement is put into place between CDA college and the Fitos hotel that clearly identifies responsibilities and financial arrangements regarding the training elements of this programme. Second, we recommend that the risk of this relationship is assessed and contingency plans are formally developed to safeguard student progression and completion in the event of problems in this relationship.
 - As the programme grows, we recommend reviewing the capacity of the Fitos hotel to provide suitable training facilities for increased cohort sizes.
 - The staff involved in the delivery and assessment of teaching at the Fitos hotel requires clarification. These staff should be suitably qualified and experienced teachers, notwithstanding the involvement of industry colleagues in the provision of practical experience.
 - The nature of transport between CDA college and Fitos should be clarified in the programme documentation and, especially, for students. This transport should be provided for students, and this should not be at their own cost.
 - We recommend ensuring that students have the opportunity for training and experience in a range of hospitality settings, with a range of quality ratings. This will help to prepare students for work in the industry and ensure they are acquiring appropriate knowledge and experience to develop their careers.
 - Related to the previous point, it is important that students do not complete all of their training and their industrial placements in solely the Fitos hotel. We suggest that only one placement can be completed in the Fitos
 - Finally, we suggest that CDA college consider the provision of some specialist training facilities in-house, as the programme develops and recruitment grows.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant



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



eqar /// enqa.

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

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

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

The **CDA College Catering Arts & Services Diploma Programme** demonstrates a clear alignment with the European Qualifications Framework (EQF) and national quality assurance standards. The thoughtful design and development of this programme address industry needs, particularly in Cyprus' tourism and hospitality sector, while fostering a strong emphasis on student-centered learning and practical training.

Key Achievements:

1. **Alignment with EQF:** The programme's learning outcomes, mapped to EQF standards, ensure relevance to vocational education and training in hospitality.
2. **Industry Collaboration:** The active involvement of external stakeholders in programme development strengthens the curriculum's practical and market-driven orientation.
3. **Student-Centered Approach:** Flexible teaching methodologies and robust student support systems underscore the institution's commitment to individualized learning experiences.
4. **Balanced Curriculum:** The programme integrates theoretical knowledge with practical application, preparing students effectively for employment or further education.
5. **Dedicated Staff:** The diverse expertise of teaching staff, combining academic qualifications and industry experience, adds substantial value to the programme.

Areas for Improvement:

1. **Broader Industry Integration:** Strengthen partnerships beyond the Fitos Hotel to offer students diverse training environments that reflect the range of opportunities in the hospitality industry.
2. **Enhanced Resources:** Expand access to specialist resources, including the library, digital tools, and on-campus facilities, to support a growing cohort and ensure long-term sustainability.
3. **Stakeholder Involvement in QA:** Formalize the role of industry stakeholders in ongoing quality assurance, ensuring their insights contribute continuously to programme refinement.
4. **Research Integration:** Encourage teaching staff to engage in hospitality-related research, including sustainable practices, to enrich the academic environment and provide research opportunities for students.
5. **Transport and Accessibility:** Address logistical issues such as transport to internships and on-campus parking to remove barriers for students.

Future Directions:

1. Establish formal agreements with multiple hospitality partners to diversify practical training options.
2. Develop a comprehensive assessment matrix to ensure balanced workloads and alignment with learning outcomes.
3. Consider long-term investment in dedicated, on-site practical training facilities to reduce reliance on external partners.

The programme's commitment to producing skilled professionals ready to meet evolving market demands is evident. With continued attention to these areas, CDA College is well-positioned to enhance the programme's quality further and maintain its relevance within the global and local hospitality landscape.



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



eqar /// enqa.



E. Signatures of the EEC

Name	Signature
Dr James Kennell	
Dr Melanie Smith	
Dr Eleni Malissova	
Christiana Anastasiadou	
Click to enter Name	
Click to enter Name	

Date: 12th December 2024