

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

Institution:College of Tourism and Hotel Management

District:Nicosia

Name of the Program of Study in Greek:

.....

Name of the Program of Study in English:

Mediterranean Diet, Nutrition and Tourism

Department: ...Tourism

Language/s of instruction: Greek

Faculty:Tourism

Program Status (check where applicable):

- New Program of Study:
- Currently operation Program of Study:
 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Program Category (check where applicable):

- Conventional
- Distance Learning
- Inter-university (Name of collaborating university/ies)

TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	4
Introduction.....	5
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	12
Document Number: 300.1.....	13

INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Heather Hartwell	Professor	Bournemouth University
Antonia Matalas	Professor	Harokopio University
Stephen Boyd	Professor	Ulster University
Hatzisavvas Demetris	Student	Cyprus University of Technology

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

Programme documents were sent to panel members in advance of onsite visit enabling review beforehand and consideration of relevant issues.

During the onsite visit, the EE committee had opportunity to interact with the Director, members of academic staff, college administrators, and one student (enrolled on an undergraduate programme). The chair invited all participants to introduce themselves and their involvement in the proposed programme. The committee was also given the opportunity to visit the College infrastructure including, classrooms, computer laboratory, library, kitchen, and consumer testing seminar room.

The Director briefly described the rationale for programme development and allowed academic personnel to elaborate further. It was unfortunate that the programme coordinator did not take the lead in this conversation and therefore it was difficult for the panel to have a clear picture of the overall process.

Alongside the application for evaluation, additional documents were provided to the panel in hard copy that were previously sent electronically. Further documents were provided at the meeting which included minutes from the Quality Assurance Committee meetings and learning outcomes of the programme.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

As this is a proposed programme full documentation was not available however Quality Assurance Regulations for the College were provided. It was disappointing that a master's student handbook had not yet been designed.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

The committee were provided with a structure that showed the proposed programme involving two semesters of 9 core courses not counting a master's thesis. A proposed teaching breakdown of delivery was presented which outlined 'short', within a semester and 'long' across semesters rhythm to accommodate delivery by external staff from Greece.

- Teaching

The number of staff allocated to carry out the programme is appropriate given that the maximum intake per year is 25 students. The proposed distribution of teaching is even across the team. Teaching will be face-to-face delivered by experts in their field who will make use of electronic platforms provided by the College.

A concern of the panel is the absence of practical experience across the courses including the opportunity for a short industry placement/internship.

- Teaching personnel

The committee was impressed with the research profile of some of the members of the teaching team however there is an in-balance between expertise in the areas of clinical nutrition and medicine, at the expense of food tourism and food studies.

Although an interdisciplinary integration is evident and should be commended the curriculum appears to have been designed dependent on staff interest rather than programme requirements.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- Purpose and Objectives and learning outcomes of the Program of Study

The purpose and objectives of the programme are unclear. While the aim is well articulated the objectives outlined to meet this aim are not. Only two objectives are itemized and the narrative is incoherent. Intended learning outcomes, as stated in the application document, focused on career paths post degree. However, when requested, the team provided a detailed list of learning outcomes, notwithstanding most of these do not reflect study at master's level.

- Structure and Content of the Program of studies

The structure and content is not appropriate within the broad ambitions of the programme. The committee is concerned with an in-balance of curriculum between nutrition and food tourism/food studies which are marginalized at the expense of clinical science. It is unclear where functional foods fit within the narrative of tourism and in addition a course named 'Pathophysiology of nutrition in tourism' is confusing and to some extent repeats learning from other courses such as Advanced Topics in Nutrition 1 and 2. The research methods course requires both quantitative and qualitative methodology approaches. Furthermore, there is a lack of information regarding master's thesis procedure including assignment construct, word length and evaluation.

Practical information about alternative menus that are based on traditional Mediterranean diet dishes; nutritional assessment of individual tourists; nutritional habits and preferences of individual tourists groups is not evident. To prepare graduates qualified in "nutritional tourism", an educational emphasis must be given to food preferences and habits; psychology; nutritional assessment, nutritional counselling, culture, and for example terroir.

- Quality Assurance of the Program of studies

The process for programme development was not clearly outlined; the feasibility study was also brief and consisted of one ad hoc conversation with an industry stakeholder. It is unfortunate, that there was no formal industrial advisory committee to inform planning of the proposed programme.

- Management of the Program of Study

As this programme is currently in the planning stages, the panel cannot make any comment on how it is managed. This will have to be reviewed at a later date.

- **International Dimension of the Program of Study**

The subject represents an interesting and novel area of study that could be of international appeal. The plan is to deliver the programme only in Greek, appealing to the domestic market and Greek speaking applicants. The proposed teaching team comprises mainly Greek nationals. The title of the programme appears to be driven by National legislation and this could be an aspect in attracting Greek speaking applicants.

- **Connection with the labor market and the society**

The College should be commended for proposing such a programme which has the potential to meet the needs of the labour market, wider society and in particular the tourism industry. However, the absence of a work placement component in the programme is a concern that needs to be addressed in order for the programme to be professionally relevant. The impact on the labour market and society is too early to determine given that the programme has not yet commenced.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Despite most staff having established research experience, it was not apparent that the programme is strong in terms of research driven teaching. While there is no doubting the qualifications and interest of the teaching staff, publications are not focused in the area of the programme. The content at present is theoretical towards clinical nutrition without evidence of practical application towards tourism.

The opportunity exists within the master's thesis to develop a substantial body of research within the relevant field to add to the wider learning experience of future students.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms

It is evident that there is a strong administrative structure and mechanism related to undergraduate degree provision; therefore the panel are positive that this structure can be applied to the proposed master's programme. The framework used for the MBA provides an appropriate administrative model that could be adopted.

- Infrastructures / Support

-

A basic infrastructure is in place to provide an appropriate learning environment to a fixed planned intake (25 students).

- Financial Resources

The panel is confident that financial resourcing is in place and has been well researched. However there is slight concern that research money has to be requested on a case-by-case basis without a clear procedure in place.

5. DISTANCE LEARNING PROGRAMS

The proposed programme will not be delivered by this route.

6. DOCTORAL PROGRAMS OF STUDY



N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The EE committee thanks the College of Tourism and Hotel Management for their active participation in the evaluation exercise under consideration. The topic of Mediterranean diet and tourism is innovative and worthy of study at master's level. Examination of the synergies between both is essential and timely. However, the proposed programme is not currently designed to address those synergies. In particular, the current programme structure needs significant change and improvement. So we suggest the following:

1. There is an inconsistency between the proposed title and programme content.
2. It is not demonstrated that the programme of studies is delivered at master's level including some course descriptors.
3. Serious consideration should be given to address the in-balance of course content between nutrition and aspects of tourism associated with food.
4. The committee recommends a re-evaluation of course development ensuring a standardised number of learning outcomes.
5. Normally within such programmes practical experience is essential to accommodate different learning styles and give experience for professional development. The inclusion of this is needed to balance the delivery away from a lecture-centric approach.
6. There is a need to have a clear Quality Assurance plan, procedure and its implementation.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: College of Tourism and Hotel Management

Program of Study: Mediterranean Diet, Nutrition and Tourism

Duration of the Program of Study: 1 year

Evaluation Date: 04/02/19

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
Heather Hartwell	Professor	Bournemouth University
Antonia Matalas	Professor	Harokopio University
Stephen Boyd	Professor	Ulster University
Hatzisavvas Demetris	Student	Cyprus University of Technology

Date and Time of the On-Site Visit: 04/02/19

Duration of the On-Site Visit: Day visit

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			N/A		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				√	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.			N/A		
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel			N/A		
1.1.3.3	The course web-pages, updated with the relevant supplementary material			N/A		
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			N/A		
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment			N/A		
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			N/A		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities			√		

	1.1.4.2	library				√	
	1.1.4.3	infrastructure				√	
	1.1.4.4	student welfare					√
	1.1.4.5	academic mentoring			N/A		
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				N/A		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				N/A		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				N/A		
1.1.8	Control mechanisms for student performance are effective.				N/A		
1.1.9	Support mechanisms for students with problematic academic performance are effective.				N/A		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				N/A		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				N/A		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Section 1: The programme is new and has not admitted any students. Therefore our evaluation will be based on the evidence presented and what we were told during the on-site visit.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The language of delivery is Greek and therefore applications will be from Greek speakers.

β) the countries of origin of the majority of students.

It is therefore anticipated that country of origin will be Cyprus and Greece.

γ) the maximum planned number of students per class-section.

The planned number is 25 students on the programme and per cohort.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.			N/A		
1.2.2	The methodology of each course is suitable for adults.			N/A		
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			N/A		
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			N/A		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			N/A		
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			N/A		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- As this is a new programme it is under the process of approval and the panel therefore cannot comment on this section.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		√			

1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			N/A		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			√		
1.3.2.2	Publications within the discipline.				√	
1.3.3	The specializations of Visiting Professors adequately support the program of study.			√		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				√	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	√				
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					√
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.		√			
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				√	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				√	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			√		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.		√			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- The visiting teaching personnel have the experience and expertise in the main thrust of the programme notwithstanding this is very clinical.
- The contribution of the full time teaching personnel is limited to 2 courses which could have an impact on student learning support.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	√				
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.		√			
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			N/A		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		√			
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			√		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.		√			
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			√		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <ul style="list-style-type: none"> • Learning outcomes were not available at the beginning of the visit however when presented were articulated at a lower level skill than required for a master's programme. • The panel asked the question about professional accreditation (2.1.3) for the graduates as registered nutritionists in Cyprus and we were told that the programme had been mapped against all necessary criteria. 						
2.2	Structure and Content of the Program of Study	1	2	3	4	5

2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			√		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				√	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	√				
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				√	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.		√			
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.		√			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.		√			
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			√		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			√		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- Unfortunately this document, particularly within the course descriptors, demonstrated rather a lot of copy and paste.
- It appears from feedback from the staff team that the programme is designed for those students with some prior knowledge of nutrition, therefore it would be expected that a precondition of entry would be a basic nutritional background.

- General education courses appeared to be lacking particularly in the areas of business management and research methods which did not include a qualitative methodological approach.
- The program's courses are in-balanced towards clinical nutrition and clinical science at the expense of tourism.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.	√				
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					√
	2.3.2.2 the members of the administrative personnel					√
	2.3.2.3 the students.					√
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.		√			
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.	√				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- Quality assurance documentation was provided by the institution but was not programme specific. In addition, the text contained within was written at a generic level without detail of procedure and vital student statistics.
- The minutes provided from meetings of the Quality Assurance Committee did not provide evidence of procedure and rigor of monitoring of teaching.
- There is no evidence regarding restriction of academic process and non-academic factors.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.		√			

2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				√
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.				√
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				√
2.4.5	Information relating to the program of study are posted publicly and include:			N/A	
2.4.5.1	The provisions regarding unit credits				
2.4.5.2	The expected learning outcomes				
2.4.5.3	The methodology				
2.4.5.4	Course descriptions				
2.4.5.5	The program's structure				
2.4.5.6	The admission requirements				
2.4.5.7	The format and the procedures for student assessment				
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.			N/A	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			N/A	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.			N/A	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- The program of study is currently not approved and therefore is not posted publically (2.4.5).
- The panel was not given information regarding a Diploma Supplement, if relevant.
- As a new programme there were no current students available for interview (2.4.7).
- Section 2.4.8 does not apply to this programme.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			√		
2.5.2	The program attracts Visiting professors of recognized academic standing.			N/A		
2.5.3	Students participate in exchange programs.			N/A		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.		√			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- Sections 2.5.2 and 2.5.3 are not applicable.
- As a master's programme the one presented here is rather one dimensional and lacks the academic focus required for this level of study.
- From an International perspective there are established programmes in Spain (University of Barcelona) that better cover the relationship between nutrition, diet and tourism. This should be consulted against which the proposed programme may be benchmarked.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			√		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	√				
2.6.3	Benefits, for the society, deriving from the program are significant.		√			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- The feasibility study comprised of anecdotal personal communication.
- The evidence for societal benefit regarding the Mediterranean diet has been documented in the literature.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		√			
3.1.2	New research results are embodied in the content of the program of study.		√			
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			√		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					√
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			√		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		√			
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	√				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			N/A		
3.1.9	Student training in the research process is sufficient.		√			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

- Many teaching personnel on the programme appear to have a clinical or food science background but not evidently within the Mediterranean diet.
- Research interests are aligned but not directly related to the key areas of the programme.
- Although internal funding was not identified the panel was told that this would be available. Notwithstanding, no specific amount or procedure was mentioned.
- Section 3.1.8 is not applicable at this stage of programme development.
- It is unfortunate that the research methods course is heavily focused towards quantitative methodology.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					√
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			√		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			√		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <ul style="list-style-type: none"> • Although the panel believe that student welfare is adequately addressed they were not shown any policy, procedure or documentation to evidence this. 						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				√	
4.2.2	There is a supportive internal communication platform.				√	
4.2.3	The facilities are adequate in number and size.				√	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				√	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				√	

4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.			√		
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <ul style="list-style-type: none"> • The facilities are suitable for a cohort of 25 students. • Section 4.2.7 – no information was given on staff development 						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			√		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.		√			
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			N/A		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				√	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <ul style="list-style-type: none"> • The College of Tourism and Hotel Management is a small private, independent educational institution and as such does not appear to have discrete academic departments. • Section 4.3.3 – the panel cannot comment as no information was given. • Student tuition fees are competitive with the fees of other respective international institutions offering master's programmes. 						

The following criterion applies additionally for distance learning programs of study.

N/A

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					

5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

N/A

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.



FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The title of the programme should be streamlined and fit for purpose for both a national and international market. Course content needs to be revisited in line with the overall aim and objectives of the programme.

The balance of teaching and learning needs to go beyond structured lectures and involve more active student participation particularly with regards to practical experience.

Attention to detail needs to be addressed to ensure clarity of communication.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Heather Hartwell	
Antonia Matalas	
Stephen Boyd	
Hatzisavvas Demetris	



Date: 05/02/19