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

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Doc. 300.1.1

Date: 28 February 2024

External Evaluation Report
(Conventional-face-to-face programme of study)

- **Higher Education Institution: Global College**

- **Town: Nicosia**

- **School/Faculty (if applicable):** School/Faculty

- **Department/ Sector: Hospitality and Tourism Management**

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Πτυχίο Διοίκησης Φιλοξενίας και Τουρισμού (4 έτη, 240 ECTS)

  In English:

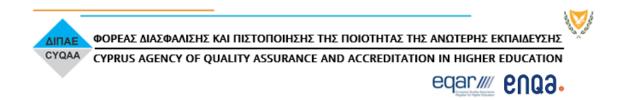 Bachelor of Arts, Hospitality and Tourism Management (4 years, 240 ECTS)

- **Language(s) of instruction: English**

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

In Greek: Concentrations
In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee (EEC) visited Global College - Nicosia on the 26th of February 2024. This evaluation focused on the four-year Bachelor of Arts programme of study on Hospitality and Tourism Management (HTM) and was based on the college's application sent by the CYQAA to the EEC and the onsite visit.

The suggested programme aligns with the employment needs of Cyprus which is a major tourist destination. The programme's feasibility study is mainly based on previous years' experience and data from Global College and the capacity of the college.
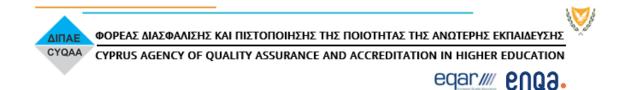
The members of staff at Global College made several presentations and, as a result, more information was provided to complement the report in areas of extended stakeholder engagement and the strengths and weaknesses of the college.

Additionally, the visit gave the EEC members the opportunity to address questions and gain further information and clarification about several areas of the report, namely those related to the design approach of the programme, the quality assurance, the teaching staff, the academic staff research approach, support for students and general infrastructure.

The college provided additional material and information in a timely manner. All meetings took place in a collegiate atmosphere, and the College's staff were open and keen to accept the EEC recommendations.

B. External Evaluation Committee (EEC)

Name	Position	University
Ioannis S. Pantelidis	Professor	Ulster University
Beverley Wilson-Wünsch	Professor	IU International University of Applied Sciences
Theodoros Stavrinoudis	Professor	University of the Aegean
Emilia Shelegeda	Student	Cyprus University of Technology
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.***

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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:*
  - *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*

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*
  - *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*

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- *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*

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*
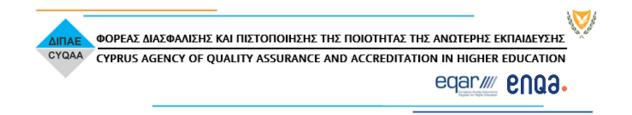
1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *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*

- *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/modules 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?*

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.

1.1 Policy for quality assurance

The programme under evaluation is an established English language programme with clearly defined learning outcomes. However, the learning objectives are only partially supported by the available courses resulting in incomplete alignment with the European Qualifications Framework (EQF).

The programme focuses to a lesser degree on Tourism and Hospitality Administration and instead emphasizes more on "generic" courses (especially during the first two years of study). For example, the first learning objective "*Provide students with a solid foundation in Hospitality and Tourism Management in terms of theoretical and practical skills*" remains unfulfilled in the early years of study.

The college team did not seem to have engaged in a substantive analysis of the competition which could have informed the design of the programme.

The College has instituted an Internal Assurance Committee and certain policy procedures which, if implemented correctly by a dedicated team, could facilitate programme enhancement, leading to better alignment with the programme title and objectives. The Quality Assurance Committee needs to possess a well-defined and operational structure.

The college's quality assurance policy is deemed insufficiently presented on its website.

The Programme Monitoring and Review procedure (as part of the Quality Assurance Policy) should engage a greater number of stakeholders either internal (teachers and staff) or external (major tourism enterprises – "partners"). The college receives feedback from hospitality and tourism experts but on an ad hoc and unofficial basis.

1.2. Design, approval, on-going monitoring and review

The title of the programme under evaluation is largely complying with the characteristics of Cyprus as a tourism destination, and the emerging need for human resources, especially in the field of tourism and hospitality. However, improvements are necessary in the offered courses to satisfy these needs. More faculty members should participate in the decision making of the offered courses.

The feasibility study included in the application is not adequate as it focuses only on sectoral issues and not the ones associated with the programme under evaluation.

The EEC agree that the proposed number of students is realistic for this course. However, the college must re-examine its policy of accepting students without a minimum of requirements for entry to the programme.

The practical dimension of the programme could be better supported by the extensive cooperation of the college with the industry and mainly by a more extensive participation of students in internship – placement. Special emphasis should also be placed on the development of practical skills during the early years of the programme. This approach would allow graduates to improve their performance in the workplace before the internship stage.

According to the programme's objectives, the main scientific aspects of Hospitality and Tourism Management should be better fulfilled.

The programme's objective is to develop a curriculum suitable for graduates in hospitality and tourism management. However, according to the course distribution incorporated into the application and presented to EEC, most of the courses primarily emphasise general scientific subjects rather than specifically targeting tourism and hospitality management.

The number of elective courses is satisfactory compared to the compulsory ones. However, the majority of the elective courses are in general management subjects.

The EEC note that the college's academic staff lack specialised qualifications in tourism and hospitality management with only one academic member of staff having relevant qualifications. The majority of courses specialising on hospitality and tourism are taught by that one academic.

1.3. Public information

The programme's public information on the college's website is limited. For example, the number of courses per semester is presented but not the content and requirements of every course, a necessary information to prospective students.
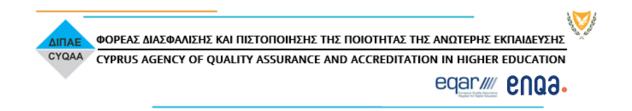
The EEC suggests that the Programme's website should be improved as a main source of information for every interested party (students, academics and other stakeholders).

The key internal regulations of the college should be presented on-line, on the College's main webpage.

The college has an analytic brochure with all the necessary information for its (prospective) students on-line.

1.4. Information management

Generally, there is a need for improved information concerning vital management issues such as student profiles and performance indicators, particularly at the programme level. The dropout rate, approximately 3-5%, is highly satisfactory. A significant proportion of students, 80%, voluntarily participate in the questionnaire, with 92% expressing satisfaction.

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

The existence of Internal Assurance Committee.

The programme has been operating for the last five years with sufficient number of students.

The college aims to safeguard academic integrity by incorporating Turnitin plagiarism detection software.

The college is well known, it has a strong brand. The college collaborates with Cyprus University to enable students and staff to access academic resources.

The College campus is well equipped and centrally located.

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.

In line with the above-mentioned comments, the following recommendations could improve the programme offered:

The description of the courses content is insufficient and superficial. There are multiple issues in the application; inconsistencies, duplications, and typographical errors should be eliminated. The implementation of clear and qualitative guidelines on syllabi writing is deemed necessary.

The EEC suggest that the quality assurance policy should be presented in the college's website.

The establishment of a Programme Review Committee and External Advisory Committee could ensure the quality of the offered programme.

An improved feasibility study for the programme under evaluation would be welcomed.

Practical training offered should be enriched and enhanced. The internship ECTS awarded must be associated with an essay or report.

The distribution of courses across semesters does not adhere to a logical progression of scientific knowledge. For example:

Advanced courses such as Organizational Behavior, Business Research Methods and Introduction to Public Relations appear in the first two semesters. In the early semesters students must be taught hospitality and tourism foundation courses. For example, Introduction to Hospitality and Tourism must be a first semester course.

Along the same lines, offering Human Resources Management before Principles of Management is not logical programme design that supports student learning needs. Principles of Management must be taught in the first year.

The EEC suggest that certain general compulsory courses, such as Introduction to Psychology, be substituted with courses that offer more direct benefits to students and align more closely with the programme's learning outcomes.
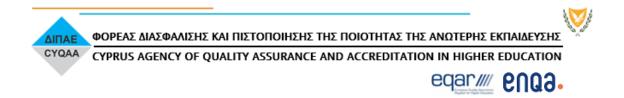
The EEC members note that some crucial courses are missing (i.e. Tourism economics, Innovation and entrepreneurship in tourism and hospitality, CSR and ERS issues (ethics, responsibility, and sustainability).

The design of the course should consider prerequisites, for example Principles of Accounting II should have as a prerequisite Principles of Accounting I.

The course Business Research Methods should be offered closer to the final project stage. A module that addresses academic skills could instead be introduced in the first semester (rather than expect business research methods to serve this purpose).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Partially compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

> **Sub-areas**
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 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.*
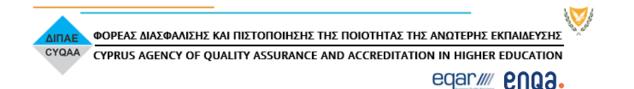
2.2 Practical training

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.*
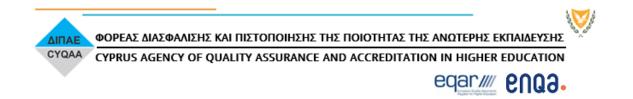
2.3 Student assessment

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.*

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
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.

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

The EEC had the opportunity to meet some of the teaching staff as well as students and administrators of the programme. From the students and faculty, we learnt that the process of *'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'.*

Teaching and learning methods are relatively flexible, and different modes of delivery are used. The traditional face-to-face, power-point delivery method is used and there was no indication of any new and innovative pedagogical methods being utilised that would further enhance the student development. Some opportunities are given for students to take control of their learning but there are still unresolved questions about the ability of the students to be self-directed. Generally, the teaching methods, tools and material used meet the standards.

The college staff use modern educational technologies, so for example, they are heavily integrating the use of A.I. in their programme for students and faculty use.

The EEC met with a group of ten students from varied years who are excited and extremely happy with the programme at the college. They are all satisfied with the support they receive from the faculty and staff in all spheres, be it with issues directly related to the teaching and learning experience or with living and accommodation, or other issues related to their well-being.

The students are paired with faculty members, who serve as academic mentors.

The University is well equipped with computer labs and computers in the library used for research. Students are encouraged to use technology in an active way.

2.2 Practical training

Students have a compulsory internship period of four months. However, there is not sufficient hospitality and tourism focused teaching prior to the internship (in the proposed programme design). Students are monitored by a faculty member and the workplace supervisor who checks and gives feedback to the students on their progress and opportunities for improvement. A log is kept with this information. At the end of the internship a student must write an internship report. The EEC is concerned by the fact that the students' internship report is not graded. Overall, the students are very happy with the set-up of the internship programmes. Students feel that the local language and culture are best learnt through the internship.

2.3 Student assessment

The students work with their faculty supervisor on a thesis topic that is interesting and valuable for the student. The research of the students is beneficial in that the good papers are used as examples for other students.   Students report a sense of community and mutual respect within the learner-teacher relationship.

Different methods are used to assess students' performance. In accordance with the rules of the ministry, a percentage of the grade (10%) is for attendance, continuous assessment makes up 30% and a final exam assesses 60% of a student's performance in the courses. However, the EEC notes that varied assessments within the 60% assessment should be illustrated in the documentation.

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

The brand of the college is strong both locally and internationally.

Fully satisfied students, who will recommend the programmes to friends and family.

Small class groups allow personalised attention to students.

Academic staff have time and are given some monetary compensation to do research and publications.

Students have the opportunity to gain practical experience in the local industry through their internships.
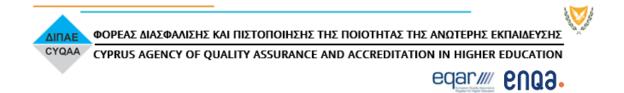
Students are supported by the school to find jobs in the industry.

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.
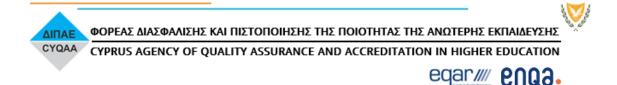
The internship is not assessed however there is a report that is more of a log rather than a profound in-depth reflection of what has been learnt and summarises key takeaways from the experience. The college should consider the assessment of an internship report or essay.

The assessment methods of the courses are currently identical. The EEC expected some variation in assessment according to the needs of each course.

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

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

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- *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
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.

3.1 Teaching staff recruitment and development

The college ensures the competence of their teaching staff through their recruitment policies and procedures. The college has transparent, and clear processes for the recruitment and development of the teaching staff.

The qualifications of the faculty seem to be adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning. However clearer indication of the hospitality and tourism industry and theoretical knowledge of the staff needs to be established.

A clearer upward mobility and promotion of the faculty needs to be established and should take into account the quality of their teaching, their research activity, and the development of their teaching and learning skills.

In terms of staff development, a paid sabbatical and more transparent support for attendance of scientific conferences would encourage and stimulate the learning and development of academic staff. Erasmus+ could be better utilised to enhance the development of faculty.

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3.2 Teaching staff number and status

The number of teaching staff appears adequate for the number of projected students. However, the EEC notes the overrepresentation of lower rank staff (19 out of 21). This suggests a minimal opportunity for mentoring and support by senior academics. The original programme director resigned, and a new academic director was recruited shortly before the evaluation but it was not clear if the member of staff was recruited as a full-time member of staff.

3.3 Synergies of teaching and research

There is some evidence of scholarly activity and research but that is not consistently utilised within the teaching. No clear evidence of publications from staff in tourism and hospitality journals.

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

The college student-to-staff ratio is very good.

The teaching staff appeared content with the workload and opportunities within the college.

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.
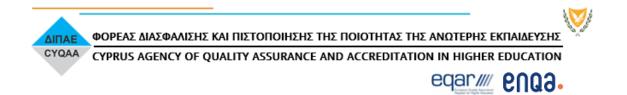
A very large number of the staff are part-time.

The programme director must be a full-time member of staff.

Very few academic staff have a doctorate. More transparent support should be offered to colleagues who have an interest in pursuing graduate and postgraduate studies.
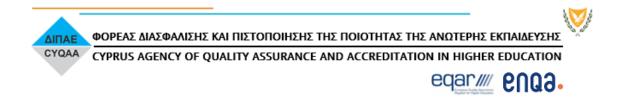
More support should be offered by the college to encourage more faculty members to conduct research that links to teaching. This would foster positive development within the faculty and enhance student learning.

More training to academic staff to be able to identify and support undiagnosed students with learning disabilities.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially 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
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.

4.1. Student admission

The EEC reviewed the college's application and the relevant annexes, the available information on the website and a meeting with student admission staff and ten students enrolled in the course.

From the data collected it is evident that all the necessary information regarding the students' registration and admission are clear and available. In the college's application the admission criteria are available. In the college's website, the admission criteria are presented in a clear way.
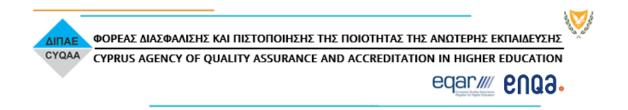
The EEC considers the tuition fees reasonable.

4.2. Student progression

The college has established certain procedures and assessment policies concerning the students' development and progression. But those procedures are not available on their website.

The teaching methods suggested for the programme follow internationally accepted standards.

The students did not seem aware of Erasmus+ programme and the associated opportunities.

The students' drop-out rate is very low at an average of one to two students per year (3-5%).

The students that the EEC met were very satisfied with their overall experience at the college. The college clearly adopts a student-centric approach.

4.3. Student recognition

The college offers scholarships to its students – although the students are not fully aware of this.

A more clear approach to celebrating student achievement and officially recognise student

success could be adopted.

4.4 Student certification

The students' certification is not clearly presented in the application. The college offers opportunities for credit transfer.

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

The students are fully supported by the staff. The students' welfare mechanisms for supporting their studies and their professional development are in place.

Offering to the students who might face personal or social challenges professional counsellor support is an important initiative.

The college provides a brochure designed to assist students in navigating their daily lives on campus. This information is also available on the college's website.
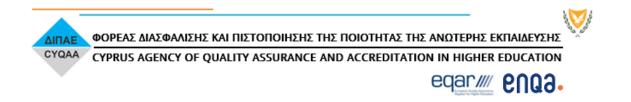
The existence of certain committees, Academic Committee, Administrative Committee, Disciplinary Committee.

The teacher to student ratio as well as the administrative staff/students ratio is good, thus helping improve the educational experience.

Students have regular opportunities to give feedback and evaluate both the college and its academic staff.

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 application for admission is available on the website but in PDF format. The college should consider an online admissions form.

A Programme Review Committee (PRC) and Programme Evaluation Committee (PEC) could support students' development and progress. Assigning each student to a mentor-teacher is essential.

The college should offer more support to students with learning difficulties.

A better-documented non-discrimination policy is necessary.

Offering to the best students of scholarships will be supported.

The college should encourage its students' participation in international exchange programmes (i.e. Erasmus+).
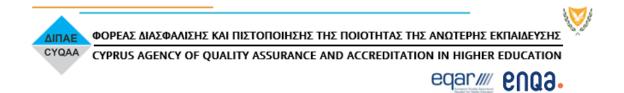
Please select what is appropriate for each of the following sub-areas:

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

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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.).*

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- *All resources are fit for purpose and students are informed about the services available to them.*
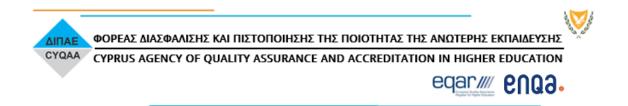
5.4 Student support

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.*

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
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.

5.1. Teaching and Learning resources

The college operates a digital learning environment that appears to be effective in providing students with sufficient materials.

The college appears to be updating its information technology regularly.

The college appears to be consistently strengthening cooperation with relevant organisations that would enhance students' practical learning opportunities throughout the entire hospitality and tourism ecosystem.

The college has an agreement with the University of Cyprus so that students and staff can access online learning resources.

5.2 Physical resources

The physical learning environment is adequate. Classrooms are good in size with a variety in capacity and flexibility, with technology to support remote learning.

The library needs updating with an investment focused on tourism and hospitality resources. The librarian can benefit from more training and an account of the journal databases that students can access so that she can provide students with support when they need it.
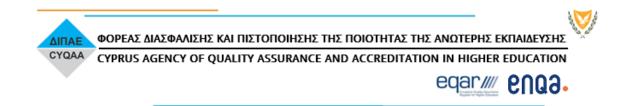
The college could benefit from a dedicated lab for hospitality and tourism students equipped with relevant hospitality software utilized in hotels and/or tour operators and/or food and beverage outlets.

5.3. Human support resources

There are formal and informal meetings between the academics and students which support the teaching and learning environment. The EEC notes that the previous Academic director resigned for personal reasons, and this has left a gap in the understanding and management of the programme. However, the college director has confirmed that a full time academic director is to be placed in post imminently. The college is well equipped to provide for the needs of a diverse student population.

5.4. Student support

The students appeared satisfied with the support from the college and staff, in relation to their regular studies. Professional counsel support is available to students with personal or social issues.

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

The college benefits from its prolonged experience in education and has a number of experienced staff both academics and administrators.

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 college can consider investing in more flexible types of classroom furniture that allow for easy change of the class setup so that it is not always linear.
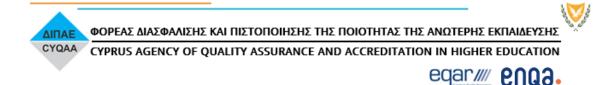
Students can benefit from hospitality and tourism dedicated software that can enhance the learning experience.

A dedicated hospitality and tourism lab where students can role-play would enhance the learning experience, although we understand the current cafeteria is often used for this.

Alternatively, the college can create agreements with nearby hotels where they can utilise their reception area and food and beverage area during quiet times for training.

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

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

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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*
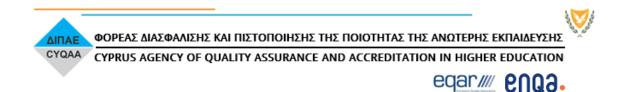
6.2 Proposal and dissertation

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*

- o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *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?*
- *Can you please provide us with some 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.

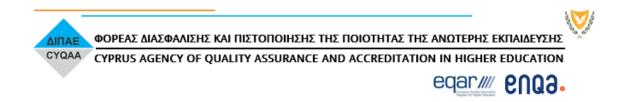Click or tap here to enter text.

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		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The college has a positive management team, and there is evidence of a team spirit amongst the staff. A strong brand and positive word of mouth amongst the student body is a clear strength of the college. Students appear happy with the college support mechanisms.

The EEC members are assured of wider quality assurance processes, but certain areas of the programme require attention. These core recommendations are summarised as follows:

There are multiple issues in the application; inconsistencies, duplications of courses, incomplete information, and typographical errors should be eliminated. The implementation of clear and qualitative guidelines on syllabi writing is deemed necessary.

The programme director must be a full-time member of staff.

The distribution of courses across semesters does not adhere to a logical progression of academic/scientific knowledge. The design of the course should consider prerequisites, for example Principles of Accounting II should have as a prerequisite Principles of Accounting I. The EEC has provided specific examples of weak programme design, so please kindly refer to section one to address all the issues described there. The description of each course content must be enhanced.

Student practical training offered should be enriched and enhanced. The internship ECTS awarded must be associated with an essay or report.
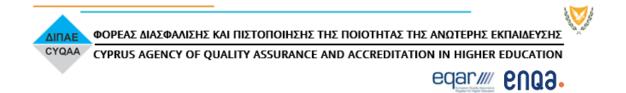
The assessment methods of the courses are currently identical. The EEC expected some variation in assessment according to the needs of each course (within the realms of ministry regulations).

Training to be provided to academic staff in order to be able to identify and support undiagnosed students with learning disabilities.

The college should offer more support to students with learning difficulties.

Students can benefit from hospitality and tourism dedicated software that can enhance the learning experience.

A dedicated hospitality and tourism lab where students can role-play would enhance the learning experience, although we understand the current cafeteria is often used for this.

E. Signatures of the EEC

Name	Signature
Ioannis S. Pantelidis	
Beverley Wilson-Wünsch	
Theodoros Stavrinoudis	
Emilia S. Shelegeda	

Date: 28 February 2024