

Date: 28<sup>th</sup> of July 2023

# Feedback Report from EEC Experts

- **Higher Education Institution:**  
CASA College
- **Town:** Nicosia
- **School/Faculty:** School/Faculty
- **Department:** Hospitality Management, Operations & Services
- **Programme of study under evaluation Name (Duration, ECTS, Cycle)**

#### **In Greek:**

Διοίκηση Ξενοδοχείων (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

#### **In English:**

Hotel Administration (4 academic years, 240 ECTS, Bachelor)

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

**In Greek:** Concentrations

**In English:** Concentrations

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. External Evaluation Committee (EEC)

| <i>Name</i>           | <i>Position</i>            | <i>University</i>                       |
|-----------------------|----------------------------|---|
| Andreas Papatheodorou | Professor, EEC Chairperson | University of the Aegean, Greece        |
| Adele Ladkin          | Professor, EEC Member      | Bournemouth University, UK              |
| Nevenka Čavlek        | Professor, EEC Member      | University of Zagreb, Croatia           |
| Polina Panagiotou     | Student, EEC Member        | Cyprus University of Technology, Cyprus |

## B. Guidelines on content and structure of the report

*The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### EEC's final recommendations and comments on the HEI's response

| Areas of improvement and recommendations by EEC   | Actions Taken by the Institution   | EEC's final recommendations and comments on the HEI's response  |
|---|--|---|
| Revise programme learning outcomes to reflect contemporary topics.  | The learning outcomes of the programme have been revised based on the UN Sustainable Development Goals (Annex 1).  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Devise generic grade descriptors for each level of study to improve marking consistency and guide students in expectations. | Generic Grade Descriptors are presented in Annex 2.  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Include a programme-level measure of student satisfaction.  | <a href="https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAfIkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAfIkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform</a>  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Devise appropriate KPIs for the programme.  | <a href="https://www.casacollege.ac.cy/wp-content/uploads/2023/06/KPI-Programme.pdf">https://www.casacollege.ac.cy/wp-content/uploads/2023/06/KPI-Programme.pdf</a>  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| Review the processes for collecting student feedback to maximize efficiency and responsiveness.                             | <p>The evaluation forms being the feedback from students were submitted separately for each performance indicator. From Fall 2023 the evaluation forms are reviewed and are done by categories. (Annex 3: Evaluations and Questionnaires)</p> <p>Evaluations done by Students:</p> <p><a href="https://forms.gle/dJaLZYNNRYESpxkt5">https://forms.gle/dJaLZYNNRYESpxkt5</a></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAfIkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAfIkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform</a></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSe1d2kE2bAdZHOz8C8W6cP7eLnuyqZ4j6CUW5kExUKS6N2STA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSe1d2kE2bAdZHOz8C8W6cP7eLnuyqZ4j6CUW5kExUKS6N2STA/viewform</a></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfD_1koGszCF9pbVS64jZmXDez2379oxDHPRzTPZlWOpQppug/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfD_1koGszCF9pbVS64jZmXDez2379oxDHPRzTPZlWOpQppug/viewform</a></p> | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |

|   |   |  |
|---|---|--|
|   | <a href="https://docs.google.com/forms/d/e/1FAIpQLSd60bxmD68UBKTIta1aNGxOa44yLdxpgvGNuzPVg4o7Y8aAzg/viewform">https://docs.google.com/forms/d/e/1FAIpQLSd60bxmD68UBKTIta1aNGxOa44yLdxpgvGNuzPVg4o7Y8aAzg/viewform</a>   |  |
| <p>Involve alumni in further revisions to the programme to ensure it is fit for purpose</p> | <p>Alumni tracking – Alumni Contact Form/Emails/ (Annex 4) Every year the Ministry of Education conducts a survey concerning graduates from all the Higher Educational Institutions and CASA 4 College takes part in it (Annex 4 – letter from MOEC). Additionally, the College will be conducting an alumni survey every two years in order to receive feedback from the Alumni specifically to evaluate the professional opportunities they had after completing the BSc in Hotel Administration.</p> | <p>The EEC believes that the action taken by the College is sufficient and in line with the EEC’s recommendations.</p> |

## 2. Student - centred learning, teaching and assessment

(ESG 1.3)

### EEC's final recommendations and comments on the HEI's response

| Areas of improvement and recommendations by EEC  | Actions Taken by the Institution  | EEC's final recommendations and comments on the HEI's response  |
|--|---|---|
| Introduce changes to the Economics-related courses to allow for contextualization and consideration of both the micro and macro- aspects of it   | Syllabi for the two new modules – TECON-110 & TECON-244. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. In any case, the EEC suggests that the College should rethink about the suggested bibliography. First, Torres, J. L. (2015) in Tourism Macroeconomics is an advanced textbook suitable for postgraduate students in Economics; while Bull A. (1999) in Tourism Microeconomics is a very old book.<br><br>As a suggestion, Dwyer, L., Forsyth, P. and Dwyer, W. (2020) Tourism Economics and Policy, second edition, Bristol: Channelview Publications, AND Stabler, M. J., Papatheodorou, A. and Sinclair, M. T. (2010), The Economics of Tourism, second edition, London: Routledge are very good contextualized alternative books for both Tourism Macroeconomics and Tourism Microeconomics. |
| Make the coursework component assessment modes more inclusive to meet the needs of students with different skills and competencies. Further use its industry contacts to provide guest lectures or fieldtrips, enriching the student experience. | Lecturers will provide students with assessment modes other than the mid-term and final exam, which will be more inclusive and they will meet the needs of students with different skills and competencies. (Semesterly projects, practical exams for practical modules, presenting a topic from the module material, preparing a project based on the content of the module). The assessment methods are included in the modules' syllabi. Mid-term and Final exams will still be an option. | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.   |
| Offer electives to students in the second year to allow them to focus on areas of interest   | An elective module has been added in semester 4 (year 2) An additional module of French Language FRE-311 has been added in the Elective Modules list. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)   | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.   |
| Review all learning outcomes to ensure they are at the appropriate level and are written appropriately.  | Module Learning outcomes have been reviewed by the Academic Committee and the Quality Assurance Committee. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.   |
| Consider adding final-year project/dissertation as a separate course to enhance the academic rigour of the programme.  | The Final Year Project has been added as an Elective Module (Semester 7) for students who will be graduating, with a duration of two academic semesters, (Semesters 7 and 8). The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5)   | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.   |

### 3. Teaching staff

(ESG 1.5)

#### EEC's final recommendations and comments on the HEI's response

| Areas of improvement and recommendations by EEC   | Actions Taken by the Institution  | EEC's final recommendation s and comments on the HEI's response  |
|---|---|--|
| <p>To undertake every possible effort to help existing members of staff to upgrade their educational level, including enrolling into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC would welcome an increased visibility of advertised positions in academic platforms such as the Trinet tourism and hospitality community <a href="https://tim.hawaii.edu/aboutvalue-s-vision-missionaccreditation/trinet/">https://tim.hawaii.edu/aboutvalue-s-vision-missionaccreditation/trinet/</a>, or internationally or academic job fora such as <a href="http://www.jobs.ac.uk">www.jobs.ac.uk</a>, <a href="http://www.timeshighereducation.com">www.timeshighereducation.com</a>, <a href="http://www.akadeus.com">www.akadeus.com</a>;</p> | <p>In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources (Annex 6 – email)</p> <p>For the past 3 years, the College has been advertising worldwide so as to attract PhD lecturers for the Hospitality Department. The most recent ones are attached as Annex 6</p> <p><a href="https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism">https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism</a><br/> <a href="https://euraxess.ec.europa.eu/jobs/126984">https://euraxess.ec.europa.eu/jobs/126984</a><br/> <a href="https://www.linkedin.com/hiring/jobs/3661297049/detail/">https://www.linkedin.com/hiring/jobs/3661297049/detail/</a></p> | <p>The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.</p> |
| <p>To support and coordinate research activities based on solid KPIs and to encourage publication in peer-reviewed academic journals of high calibre (at least Scopus-indexed)</p>  | <p><a href="https://www.casacollege.ac.cy/kpis/">https://www.casacollege.ac.cy/kpis/</a></p>  | <p>The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations.</p> |



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

##### EEC's final recommendations and comments on the HEI's response

| Areas of improvement and recommendations by EEC  | Actions Taken by the Institution   | EEC's final recommendations and comments on the HEI's response  |
|--|--|---|
| Difficulties in recruiting third country students due to government policies.  | This is beyond our control. The decisions of the Cyprus Government are arbitrary and unequal towards the Colleges, despite the fact that the Colleges as well as the Universities in Cyprus are educational institutions of Higher Education under the Higher Education Law of the Republic of Cyprus  | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |
| The process for evaluating transfer credit may be subjective and may vary based on individual cases and the documentation provided, which could lead to inconsistency in the admissions process and potentially result in some students being unfairly denied transfer credit. | <p>Applicants accepted to the College from abroad or students already registered at the College with such qualifications may request transfer evaluation and be accepted on advanced standing. Students from other Cyprus Higher Educational Institutions transferring to Casa College may request transfer evaluation prior to the commencement of the semester. In order to receive a transfer credit evaluation, the following must be provided:</p> <ul style="list-style-type: none"> <li>♣ A transfer evaluation form</li> <li>♣ Information and documentation about the accreditation status of the foreign institution together with official diplomas/certificates translated into English</li> <li>♣ Official transcripts in English</li> <li>♣ Official course descriptions (subject matter, method of assessment and prerequisite courses)</li> </ul> <p>The number of evaluated transfer credits should not exceed 50% of the total credits of the programme offered by Casa College. The procedure for transfer of credits is published on the official website of the College<br/>Annex 3 - Transfer Credit Evaluation Form<br/><a href="https://www.casacollege.ac.cy/policies-regulations/">https://www.casacollege.ac.cy/policies-regulations/</a></p> | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |
| To streamline the transfer credit evaluation process, the EEC recommends that the College should implement a more detailed process for reviewing transcripts and   | <p>A detailed process for reviewing transcripts and other documents is already implemented at CASA College.</p> <p>The evaluation of credits is performed individually for every student, based on his prior learning. In order to receive a transfer credit evaluation, the following must be provided:</p>   | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |

|   |   |  |
|---|---|--|
| <p>other documents. This could potentially save time and resources and ensure that transfer credits are accurately evaluated.</p>   | <ul style="list-style-type: none"> <li>♣ A transfer evaluation form</li> <li>♣ Information and documentation about the accreditation status of the foreign institution together with official diplomas/certificates translated into English</li> <li>♣ Official transcripts in English</li> <li>♣ Official course descriptions (subject matter, method of assessment and prerequisite courses)</li> </ul> <p>The College is using the Transfer Credit Evaluation Form to perform the credit transfer. (Annex 3: Evaluations and Questionnaires)</p>   |  |
| <p>The College could consider offering additional support services for students who may struggle with the English language, such as language tutoring or language-specific study groups during the semester. This could help students who may not have strong English skills to succeed in their studies.</p> | <p>The admission requirements are based on the Law for Higher Education of the Ministry of Education, Sports and Youth. The minimum criterion is a six-year Secondary or High School Leaving Certificate or an equivalent qualification with a minimum grade of 50%. For International, European and Cypriot students whose mother tongue is other than English, a certificate of good knowledge of the English language is mandatory, therefore prior good knowledge of the English language is essential (IELTS min 5.0 or IGCSE min.D, TOEFL IBT min.70, Password Test min.5.0, Anglia Exam Intermediate, Michigan Language Assessment ECCE min.52, Cambridge GCE AS Level in English Language min.C, Cambridge PET Preliminary Test.). Taking into consideration the above, students already have good English knowledge before starting their studies. Moreover, Casa College Language Department may offer additional lectures/classes depending on the students' needs and/or demands.</p> | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |
| <p>The EEC advises the College to continue tracking progression rates of students in the programme regularly, and to also make plans to increase or maintain progression levels, and to evaluate why targets were (not) met.</p>  | <p>Based on the regulations set by the Ministry of Education, Culture and Youth as well as our Institution's Internal Regulations students are allowed to complete the Bachelor Degree within 8 – 12 semesters (4 – 6 years), therefore students are being monitored so that they follow the N+2 (where N is the minimum semesters within which a student must complete the Bachelor degree + 2 semesters). The Progression Policy provides a mechanism to identify and then re-engage those students who are failing to engage fully with their programme of study. Reasons for non-engagement may be personal, financial or academic. Students who fail to engage in their studies within the first six weeks of their programme receive an academic probation letter with which they are placed on Academic Probation for the respective semester of studies due to unsatisfactory academic performance.</p>   | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |

|  |   |  |
|--|---|--|
|  | <p>They are also strongly advised to seek academic advice from the Director of Academic Studies in order to re-engage with their programme of studies. In a different case, students are withdrawn from their studies. The Progression Policy of CASA College is publicly available to students on CASA College website.<br/> <a href="https://www.casacollege.ac.cy/appeals-petitions/">https://www.casacollege.ac.cy/appeals-petitions/</a><br/> <a href="https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Progression-Policy.pdf">https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Progression-Policy.pdf</a></p> <p>Moreover, the Director of Academic Studies remains in strong cooperation with the Programme Coordinator and lecturers and is informed about any outstanding and alarming circumstances (e.g., students' absences, disturbing behaviour, etc.)</p>   |  |
| <p>The EEC recommends adding to the College regulations clear indications of what can and cannot be put forward as extenuating circumstances, and the evidence required to support an application.</p>           | <p>CASA College already has a process with which students can appeal on the grounds of extenuating circumstances. According to the progression policy, those students who fail to engage in their studies and have unsatisfactory academic performance are withdrawn from their studies. Students whose performance is affected by extenuating circumstances receive a letter (Annex 7 – Termination Appeal Letter ) which explains the procedure and allows them to appeal the decision within 7 working days, by providing substantial pieces of evidence after completing the online Application for the Appeal against ToS (Termination of Studies)<br/> <a href="https://www.casacollege.ac.cy/termination-appeal-form/">https://www.casacollege.ac.cy/termination-appeal-form/</a><br/> <a href="https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Termination-of-Study.pdf">https://www.casacollege.ac.cy/wp-content/uploads/2023/06/Termination-of-Study.pdf</a></p> | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |
| <p>Within regulations, the College should clearly state the basis on which a grade petition can be made – e.g., bias, and the evidence that will be needed to support the petition.</p>                          | <p>The procedure is clearly stated within the College's Internal Regulations and through the Grade Petition application which can be found on the College's website<br/> <a href="https://www.casacollege.ac.cy/grade-petition-form/">https://www.casacollege.ac.cy/grade-petition-form/</a><br/> <a href="https://www.casacollege.ac.cy/appeals-petitions/">https://www.casacollege.ac.cy/appeals-petitions/</a></p>   | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |
| <p>Learning of soft skills is important to Casa College. The EEC recommends that the College should formalize how learning of soft skills is facilitated at the College and through the educational process.</p> | <p>Learning soft skills at college and through the educational process is facilitated through a variety of methods and experiences :</p> <ol style="list-style-type: none"> <li>1. CASA College incorporates soft skills into our curriculum. The College offers modules specifically focused on developing skills like communication (i.e.</li> </ol>  | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |

|  |  |  |
|--|--|--|
|  | <p>BUS-120: Business Communication, PRE - 234: Principles and Operations of Public Relations), teamwork (i.e. HRM -244: Human Resource Management), leadership (i.e. HTL -484: Hospitality Entrepreneurship and Innovations), problem -solving (i.e. HTL -473: Risk Management in the Hospitality Industry, HTL -483: Strategic Management in the Hospitality Industry), critical thinking (i.e. HTL -362: Crisis Management in Hospitality, HTL -472: Hospitality Planning and Development ) , and emotional intelligence (i.e. PHIL -233: Business Ethics, HTL -242: Consumer Behavior in the Hospitality and Tourism Industry).</p> <ol style="list-style-type: none"> <li>2. Practical Training: The educational process includes opportunities for practical learning, such as internships and fieldwork in the hospitality industry. These experiences provide our students with real -world contexts where they can apply and develop soft skills while working with others, solving problems, and interacting with professionals.</li> <li>3. Group Projects and Teamwork: Collaborative projects and group assignments apply in college modules. These activities promote teamwork, communication, and cooperation among students. They encourage students to effectively communicate their ideas, actively listen to others, delegate tasks, and resolve conflicts, all of which contribute to the development of essential soft skills. These activities are part of the teaching methodologies as well as the student’s overall assessment</li> <li>4. Leadership Opportunities: The College provides avenues for students to assume leadership roles through the Student Council and the four student clubs (Arts and Culture club, the Gastronomy club, the Publications Club and the Sports Club - Footnet)<br/><a href="https://www.casacollege.ac.cy/clubs-interest-form/">https://www.casacollege.ac.cy/clubs-interest-form/</a><br/>At the same time students have the opportunity to participate in National Cooking Competitions in various conferences and exhibitions such as the HORECA Exhibition. These opportunities</li> </ol> |  |
|--|--|--|

|  |   |  |
|--|---|--|
|  | <p>allow students to develop leadership skills, including decision -making, problem -solving, delegation, and motivating others.</p> <ol style="list-style-type: none"> <li>5. Mentoring and Guidance: The College offers mentoring programmes where experienced faculty members guide and support students in their personal and professional development. Mentors provide valuable insights, feedback, and advice on developing soft skills<br/> <a href="https://www.casacollege.ac.cy/academic-mentors/">https://www.casacollege.ac.cy/academic-mentors/</a><br/> <a href="https://www.casacollege.ac.cy/academic-tutoring/">https://www.casacollege.ac.cy/academic-tutoring/</a></li> <li>6. Feedback and Evaluation: Throughout the educational process, students receive feedback from their lecturers and mentors. Constructive feedback helps students identify areas for improvement in their soft skills and encourages self -reflection and growth.</li> <li>7. Career Services: The Student Affairs and Welfare department of the College assists the students in developing their employability skills, including soft skills. They offer resources, counseling, and workshops on resume (CV) writing, interview preparation and networking, which all contribute to the development of their soft skills.</li> <li>8. Diversity and Inclusion Initiatives: CASA College being a multicultural educational institution, emphasises the importance of diversity and inclusion by creating an environment that fosters understanding, empathy, and cultural competence. These are achieved by Interacting with a diverse student body and participating in initiatives that promote inclusivity that enhance students' interpersonal and communication skills.</li> </ol> |  |
|--|---|--|

## 5. Learning resources and student support (ESG 1.6)

### EEC's final recommendations and comments on the HEI's response

| Areas of improvement and recommendations <b>by EEC</b>   | Actions Taken by the Institution   | EEC's final recommendations and comments on the HEI's response  |
|--|--|---|
| Based on the discussions held between the EEC and the students, the College is advised to improve its IT facilities from both a quantitative and a qualitative perspective. Among others, hotel, and other simulation platforms relevant to the hospitality sector and other hospitality-related systems used in the industry should be introduced in the College. | Quotation for hotel operations software system – Oracle, Blue Byte Quotation for upgraded technological equipment (computers, tablets, interactive boards etc. – CSP Ltd) (Annex 8)  | The EEC believes that the action taken by the College is sufficient and in line with the EEC's recommendations. |
| The College should consider expanding the library's hours to include evenings and weekends, as many students have busy schedules and may not be able to access the library during regular business hours.  | Library's Hours: Monday – Friday 8:00 – 18:00<br>Sunday: 9:00 – 15:00 The Library's Hours are published on the College's website <a href="https://www.casacollege.ac.cy/library/about-library/">https://www.casacollege.ac.cy/library/about-library/</a> | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.     |
| The College should consider offering flexible tutoring hours or alternative methods of tutoring (e.g., online tutoring) to make it easier for students to access this service.   | <a href="https://www.casacollege.ac.cy/academic-tutoring/">https://www.casacollege.ac.cy/academic-tutoring/</a>  | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.     |
| The College should work on creating a more vibrant college life for students by organizing more social and extracurricular activities on campus (including dining options).  | <a href="https://www.casacollege.ac.cy/events-calendar-2023-2024/">https://www.casacollege.ac.cy/events-calendar-2023-2024/</a>  | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.     |
| The College should consider ways to increase Cypriot student enrolment.  | The Admissions Department in cooperation with the College's Marketing Department participate in the Educational Fairs in Cyprus in order to attract Cypriot students. At the same time, the  | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.     |



|  |   |  |
|--|---|--|
|  | <p>admissions team, every year from November to December, visits High Schools all over Cyprus so that to inform the Educational Counsellors and the students of grade 5 &amp; 6 about our programmes of study and their employment prospective within the Hospitality Industry. The most important reason why students from Cyprus do not enroll in private colleges is that Public Universities in Cyprus and Greece have no tuition fee, as well as a lot of universities in other European countries. Moreover, Casa College offers 10 scholarships every academic year to the prospective students so as to attract also Cypriot students.</p>  |  |
| <p>The College should make efforts to address the challenge of balancing competing student needs and interests, such as by seeking input from students on priorities and implementing policies or initiatives that address the most pressing issues.</p> | <p>The College receives feedback mainly from the results and decisions of the Student Council. The meetings are always attended by a member from the administrative or academic committee of the College, who, however, cannot express an opinion unless requested by the students themselves. The feedback we receive from them takes in mind key current issues that concern young students and that are important for us to consider. Additionally, students have the opportunity to provide the College with anonymous feedback by addressing complaints or issues related to their student life at the College. For this reason, a “Complains Box” is available at the reception of the College. All policies are implemented by the College as long as they are beneficial to all students.</p> | <p>The EEC believes that the response of the College is sufficient and in line with the EEC’s recommendations.</p> |
| <p>The College should facilitate and encourage the establishment of an alumni association to further relations between current students and graduates of the College.</p>  | <p>During the Orientation days small videos from alumni students are presented to new students, where they talk about their experience in the College, the programme of study and the opportunities they had within the programme and their employment opportunities after the completion of the programme. Testimonials of alumni students can be also found on our website<br/><a href="https://youtu.be/Woeh_8xSLcc">https://youtu.be/Woeh_8xSLcc</a> and social media (Instagram and Facebook)<br/><a href="https://www.facebook.com/profile.php?id=100085886957930">https://www.facebook.com/profile.php?id=100085886957930</a></p>  | <p>The EEC believes that the response of the College is sufficient and in line with the EEC’s recommendations.</p> |
| <p>The College can introduce a survey among its students at the time of graduation to measure their satisfaction from the overall programme delivery</p>   | <p>Graduates must complete the “Programme of Study Evaluation” upon completion of their last semester in order to receive their degree.<br/><a href="https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAflkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdh4A7VmyA_3654lGAflkCFnOS63jdJu8D3YcDOL03_33-t9w/viewform</a></p>   | <p>The EEC believes that the response of the College is sufficient and in line with the EEC’s recommendations.</p> |

**6. Additional for doctoral programmes – NOT APPLICABLE**  
*(ALL ESG)*



---

**7. Eligibility (Joint programmes) – NOT APPLICABLE**  
(ALL ESG)

## C. Conclusions and final remarks

*The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.*

### EEC's final conclusions and remarks

| Conclusions and final remarks <b>by EEC</b>  | Actions Taken by the Institution  | EEC's final recommendations and comments on the HEI's response  |
|--|---|---|
| The role of (active, practicefocused) research (academic output-oriented) activities and experiential (practical) learning based on solid KPIs – these should be explicitly introduced.  | <a href="https://www.casacollege.ac.cy/kpis/">https://www.casacollege.ac.cy/kpis/</a>   | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |
| The development of a clear strategy that will effectively enable the College to attract and compensate (local and international) faculty (competitive, costof-living adjusted wages) with the necessary qualifications for high quality delivery of its BSc programme and related research (in terms of both time and output). | <p>In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources. The College has a clear strategy in the Quality Assurance Manual, Section 6: Staff Recruitment and Development.</p> <p><a href="https://www.casacollege.ac.cy/wp-content/uploads/2023/05/Quality-Assurance-Handbook.pdf">https://www.casacollege.ac.cy/wp-content/uploads/2023/05/Quality-Assurance-Handbook.pdf</a></p> <p>For the past 3 years the College has been advertising worldwide as to attract PhD lecturers for the Hospitality Department. The most recent ones are attached as (Annex 6)</p> <p><a href="https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism">https://www.jobs.ac.uk/job/DBC223/lecturer-in-hospitality-and-tourism</a></p> <p><a href="https://euraxess.ec.europa.eu/jobs/126984">https://euraxess.ec.europa.eu/jobs/126984</a></p> <p><a href="https://www.linkedin.com/hiring/jobs/3661297049/detail/">https://www.linkedin.com/hiring/jobs/3661297049/detail/</a></p> | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |
| The College should formalize and explicitly identify how the different learning pedagogies and assessment methodologies link to Learning Objectives, of which there was ample (informal) proof: rationalize the number of learning goals and objectives, while at the  | The Academic Committee and the Quality Assurance Committee had a meeting where they discussed thoroughly the learning objectives of the Programme's modules. The decision was to improve the learning objectives and learning outcomes as well as the assessment methodologies of some of the modules based on the principles of the United Nations' Sustainable Development Goals. Evidence of these improvements are presented in the specific modules course outlines which are attached as Annex 5.   | The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations. |

|   |  |  |
|---|--|--|
| <p>same time more explicitly linking those Learning Objectives and Learning Goals with respect to sustainability/resilience, diversity, inclusion, etc. (in short, the United Nations' Sustainable Development Goals) would do justice to what the College de facto delivers.</p>   |  |  |
| <p>The College should assist academic staff towards reading for a PhD degree and/or producing solid, peer-reviewed research outputs and/or participating in bids for external funding. Moreover, the College should carefully redesign its curriculum to consider issues of sectoral contextualization of generic modules (such as Economics) and allow for the introduction of elective courses in the second year of study.</p> | <p>In an effort to assist the existing academic members of staff to obtain a PhD degree so that they upgrade their educational level, the College has given incentives. The incentives were sent by email to all staff members who hold a Master degree, referring to partial financial support of tuition fee, flexible working hours, reduced teaching hours, support on resources (Annex 6). At the same time the College established clear instructions to the faculty for conducting research through our CASA College Research Centre based on KPI's for research activity and has set numbers of publications per academic staff per year. <a href="https://www.casacollege.ac.cy/kpis/">https://www.casacollege.ac.cy/kpis/</a><br/>Annex 5 – Syllabi for the two new modules – TECON-110 &amp; TECON-244. The decisions and changes are included in the minutes held during the meeting on 12/06/2023. An elective module has been added in semester 4 (year 2). An additional module of French Language FRE-311 has been added in the Elective Modules list. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).<br/>Module Learning outcomes have been reviewed by the Academic Committee and the Quality Assurance Committee. The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).<br/>The Final Year Project has been added as an Elective Module (Semester 7) for students who will be graduating, with a duration of two academic semesters, (Semesters 7 and 8). The decisions and changes are included in the minutes held during the meeting on 12/06/2023 (Annex 5).</p> | <p>The EEC believes that the response of the College is sufficient and in line with the EEC's recommendations.</p> |

## D. Signatures of the EEC

| <i>Name</i>   | <i>Signature</i> |
|---|------------------|
| Professor Dr Andreas Papatheodorou, Chairperson EEC |                  |
| Professor Dr Adele Ladkin, Member EEC               |                  |
| Professor Dr Nevenka Čavlek, Member EEC             |                  |
| Ms Polina Panagiotou, Member EEC                    |                  |

**Date:** 28<sup>th</sup> of July 2023