

Doc. 300.1.1

Date: Date.

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

- **Higher Education Institution:** Hotel Administration
- **Town:** Deryneia, Ammochostos
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Ξενοδοχειακή Διοίκηση (2 έτη/ 120 ECTS, Δίπλωμα) _ _

In English:

Hotel Administration

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

In Greek: 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].

In English: Concentrations

A. Introduction

On the behalf of the Cyprus Agency of the Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (EEC) met on Tuesday 23 January 2024 to evaluate the Hotel Administration (2 years diploma) provided by the ACC Akademia College.

The agenda was followed, and we met at the premises of the College of Tourism and Hotel Management.

The EEC met the Head of the Institution and the members of the internal committee, where the head of institutions talked about the history of the College and how it developed until now.

Mr Costas Charalambus (The director)

Dr Stella Zorpa (Programme coordinator)

Mrs Suzan Taylor (Director of Administration & Finance)

Mr Louis Mouzourides (Hospitality Lecturer)

The Director of Administration & Finance presented the quality and structure of the school. Key Performance Indicators were presented as well as the staff to student ratio. The College activities were described with the emphasis on community outreach, where students have the opportunity to have hands on experience in organising and supporting work on local festivals (e.g. Christmas market), conferences, and workshops.

The Director of the College presented the needs of the local market and a feasibility study, as well as a thorough SWOT analysis from student, academic, and wider institution perspectives. The open access to all students (home, EU, and international) was discussed extensively, since, currently the College restricts admission from international students outside the European Union..

Dr. Stella Zorpa presented the curriculum, its philosophy, allocation of courses per semester, teaching methodologies used, and admission criteria for prospective students.

The EEC met also Dr. Marilena Paraskeva who is the Educational Trainer & Associate Researcher, she organises training sessions for staff and professionals from the industry. These events are valuable for the staff as well as the college gets the opportunity to enhance the links with the industry, supporting student employability.

The Director of Administration & Finance provided extensive information about the electronic platform used by the College (Moodle), onto which academics upload the material, learners have easy access to learning resources, manage deadlines, and plan work in the calendar. Plagiarism is also checked using Moodle Plugin and the work submitted is also checked using the website www.plagiarismchek.org. The access to other learning resources was also presented.

The SWOT analysis was presented and the degree of compliance with the CYQAA. The references citing a European source about market demand for jobs in the hospitality industry could have been refreshed using up to date information rather than from 2017.

During the afternoon EEC had the opportunity to meet students from the college (Antis, Ioana, Vladimir, Alexandros, Cosmin, Nasia) that they were at different stages of studies some year 1, others year 2, and 1 graduate. All students reported benefiting from their studies and know the provision in relation to its reputation.

The EEC met members of current staff:

Dr Stella Zorpa (Programme co-ordinator)

Louis Mouzourides (Lecturer)

Katerina Soulioti (Lecturer)

George Motsios (Lecturer)

Pavlos Klonis (IT lecturer)

Cristina Archontous (personal Development Lecturer)

Marilena Paraskeva (staff trainer)

The meeting continued with the members of the administrative staff:

Costas Charalambous (The Director)

Suzan Taylor (Director of Administration & Finance)

Diamando Anastasiou (Student Welfare & Administration Services)

Giorgos Athanasiou (Library/learning resources)

Niki Georgiou (Students Welfare Services)

Stella Pieretti (Administration Officer)

Maria Ppashia (Administration Officer)

Tassos Philippou (Careers & Training Officer)

The College is quite small size with 40 students as a total number, and runs only the current programme, as such, staff have many responsibilities and overlap of duties.

Finally, the EEC presented an overview of the experiences of the presentations to the Director, Director of Administration & Finance and programme coordinator.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Amalia Tsiami	Associate Professor	University of West London
Dorina Maria Buda	Professor	University of Essex
Evangelia (Lia) Marinakou	Principal Lecturer	Bournemouth University
Niki Makri	Student	University of Cyprus

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*

- *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.*

Findings

The EEC read the application documentation, engaged in an on-site visit, conducted extensive discussions with the members of staff, students, and administration for the 2-year programme of Diploma in Hotel Administration.

The aim of the programme is to equip students with the necessary hospitality skills, knowledge, and understanding to achieve high performance at a mid-management level in the hotel industry.

The objectives are to:

- Develop and advance students' professional skills needed in the hotel industry through innovative programs that provide quality education and mentorship support.
- Provide insights and understanding into the diversity of hotel operational roles, recognizing the importance of networking and collaboration between departments, to promote critical thinking and sustainable practices in the hospitality industry.
- Engage students in experiential learning opportunities that apply their hospitality skills and knowledge to make a positive social impact in the wider community.

All of the above are clear, concise and the training has been provided by a team of professional academics from different disciplines. The focus of the programme is clear and this is reflected to the title.

1.1. Policy for quality assurance

During the discussion with the members of the management, the EEC found that the quality assurance of the programme follows the procedures required. The process is quite diligent and well established. The College provides quality assurance, taking steps into implementation of management systems to employ competent and relevant qualification staff, strengthening the currency of staff providing courses and training. The College undertakes continued monitoring of international developments and implements modern teaching methods. It is highly commendable to witness the dedication and enthusiasm of all members of staff under the steer of Dr Stella Zorpa, who is an educator and provides currency and strength to the team, as well as Suzan Taylor and Costas Charalambous.

The College operates an internal Evaluation Committee, whereby Dr Zorpa leads and monitors academic quality and transparency to the highest expectations.

There is an Executive Committee; Faculty and Administrative Committee; Programme coordinator (shared responsibility); Disciplinary Committee with procedures and policies; Internal Quality Assurance Committee; Erasmus Committee. The College quality assurance policy incorporates the objectives required by the CYQAA, to promote excellence in curriculum design, teaching methodologies, assessment strategies and student services. The work of the College is exemplary for such a programme. A point of slight contention is the College determination to not open the programme to possible applicants from outside of Cyprus and the European Union.

1.2 Design approval, on-going monitoring and review

The design of the programme and subjects suggested fits the skills, competences and knowledge required for the graduates to practice.

The overall programme objectives reflect the Learning Outcomes of the programme. The wording has been reflected to level 5 using the Blooms Taxonomy. More details and examples can be found here: [Intended learning outcomes | Staff | Imperial College London](#)

An improvement would be to revise the learning outcomes of the courses as those in some cases are far too numerous. The international requirements/trend tend to have 3-5 learning outcomes per course. The detail can be presented as the content. The learning outcomes should be tested at the assignment level, using different ways to assess. Every assignment should not cover all learning outcomes, but part of those.

There is continued monitoring of the programme and reviews taking into account the reflection of members of staff, students and needs of the industry.

The programme includes all elements required for the Hotel Administration as it is quite specific and focused, aiming to specialise the students to become experts in the field and professionals that would be able to have the hands-on approach upon completion. The College creates many opportunities for engagement and outreach, giving students access to build experience and knowledge.

The College has extensive network to promote the graduates in hospitality industry, students reported that the College supported them to find employment and they still keep links as alumni. The graduates reported that when they needed support from the academic staff, they found the needed help. Students also enrolled given positive word of mouth and good reputation of the College.

The assignments proposed align with the level of study, and the hours allocated as well as the ECTs allocated.

Job market demand for those positions was discussed, robust data were presented from internal Cypriot sources about job opportunities in the sector.

1.3 Public Information

The EEC have sighted the relevant programme and each course information that is published on the College website. The entry criteria are clearly presented, as well as the academic calendar, the programme layout and courses that will be delivered.

The Website includes the courses and hours of attendance per week as well as the ECTs. An outline of each course and the academic that is associated with the course should be included as well as the assignments as required by EQAR.

Testimonials from the students are not presented.

1.4 Information Management

All the information related to the effective management of the programme of the study was satisfactory. Student progression is monitored. The students can access EBSCO online platform for their learning resources. Students have access to the library of the University of Cyprus and codes are provided.

Strengths

- The College provides a focused programme and the academic environment has the opportunity to specialise and be selected in this area of expertise.
- The College provides staff training sessions to familiarise the staff with Moodle and electronic platforms, to keep the standards for excellent provision across the courses.
- Established quality assurance processes.
- The academic staff provides excellent student communication and opportunities for discussion.
- There is an electronic access to EBSCO and resources that would support learning and evidence base practice.
- The College provides training to the staff and opportunities for training for the industry.

Areas of improvement and recommendations

- The public information should be monitored to include a summary of the courses and assignments

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

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

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

Sub-areas

2.1 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.*

Findings

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

The programme under evaluation falls at level 5 of studies (120 ECTS) and offers a diploma. The EEC noted that the process of teaching and learning is student-centred. Teaching staff practice it and provide academic support to students to complete their studies and accomplish their goals. Students are encouraged to participate in a variety of events and activities to support and engage with the local community (e.g. participation in the Christmas market event; Strawberry Festival). Seminars that are open to the public and students (with a fee) are also organized to provide more expert knowledge on key hospitality and tourism areas (e.g. wine pairing). These seminars are funded by the HR office in Cyprus.

Students actively engage with the teaching and learning to develop well rounded skills. Besides volunteering to participate in events, they also attend field visits and reflect on the knowledge and skills developed through discussions in-class and/or reports for which they get feedback.

Different modes of delivery are available, which cover the programme learning outcomes, including field trips, guest lectures, group and individual work, seminars, workshops, formative assessment and feedback. More details are available in the course descriptions. Moodle is used for uploading teaching material, notes, as well as to communicate with students. All material is regularly updated to include any changes or new topics relevant to the programme of study. Examples were shared with the committee showing the Moodle page for Business Communications course. Students are encouraged to use technology, and support is provided to enhance their skills. Moodle is updated regularly but other technology is also used to familiarize students with its use (e.g. Microsoft Excel). Guest lectures are provided to students; some examples were provided at the presentation such as the “organization and company culture” by Atlantica Hotels and Resorts, Mrs Antigoni Ioannidou HR and Payroll officer.

The programme coordinator monitors the teaching and learning by checking the course material and the assessment designed for the course. Assessment titles change on a yearly basis to avoid plagiarism. Moreover, there is a peer review process where the teaching methodology is

observed and evaluated by the programme coordinator, and then discussed as part of the academic quality assurance system and staff appraisal.

Students are involved in research for their projects and/or for the various events and activities organized by the college. They are also encouraged to use academic articles for their study and assessment. They work on case studies where they have to provide their commentary based on research they do.

There is mutual respect and understanding as the teaching staff are well experienced and have the expertise in the field hence well respected by the students. At the same time staff provide support to students. Mentors are allocated so that students may seek advice, support or even information on their internships. Students also engage with the industry as the college has wide network with links with businesses locally and nationally in Cyprus (members of staff are also professionals in the Cypriot tourism industry).

There are well designed support and evaluation procedures. Students feel comfortable to discuss issues with their lecturers and their mentors. There is also a chat group where they can ask questions. Moreover, there is a system in place for course evaluation (the questionnaire has been provided). At the end of the semester each course is evaluated. The feedback and comments from students are discussed between the programme coordinator and the lecturer, and any necessary actions are taken. There are also student representatives who may communicate any issues or complaints that students may have. Students are also advised for the design of the programme, for activities to be organized, for any particular seminars they would like to attend as part of their teaching and learning journey.

The EEC would like to make the following comments in terms of the content of the programme:

Organisational Behaviour for Hospitality (MGT401) could change to Human Resources Management related content i.e. Managing people in Hospitality & Tourism to include relevant concepts such as staff motivation, talent management etc.

Alternatively, Supervision in the Hospitality Industry (HOS300) could be replaced with more HR content and the existing content to be added to Personal and Professional Development (BUS200)

The Guest Relations (HOS202) course could include some elements of relations with other stakeholders which are anyway part of the delivery of the course, but not reflected in the description.

2.2 Practical training

The programme includes practical training. There is a course description to show how the practical training is incorporated in the programme or matches the programme learning outcomes. The course is titled Summer Internship (HOS203) and carries 6 ECTS. The internship is undertaken between June-September in between the two years of study. If students for any reason fail they have to repeat it or complete it the following year. Resits usually take place after the completion of the internship.

As per the application form and the additional material shared during the validation event there is an internship responsible lecturer who coordinates with students and employers. Visits are scheduled to monitor students' progress and ensure that the purpose of the training is met. Very often the mentor is the internship coordinator as well. A log is used to record weekly self-assessment and supervisor's comments, final evaluation of student by supervisor, the site evaluation by student and the evaluation of the student by the coordinator. Instructions are also provided. The log finally is signed by the coordinator, the student and the supervisor. A presentation is done at the end of the internship to give students the opportunity to discuss and reflect on the learning experience.

The Student Careers Services offers career counselling services to support students. They also provide guidance on internship and may bring students in contact with more than 100 business around Cyprus which form part of their network.

2.3 Student assessment

The assessment policy is available in the application form (p.12). Details are provided on the evaluation criteria, the grading system and the like. The assessment strategy includes a variety of methods used such as coursework, poster presentations, projects and case study analysis, written exams. The pass grade is 50%. There is clear policy on exams, repetition of work, appeals procedure, and academic dishonesty – plagiarism with relevant disciplinary procedure. Plagiarismcheck.com is used to check assessment for plagiarism. There is a policy with clear guidelines on how to avoid plagiarism. In case the percentage is found to be high then the programme coordinator with the academic director review the case and make a final decision in collaboration with the lecturer of the course. The plagiarism policy is available on the College's website.

Presentations form part of the assessment, however the EEC would advise to include references in the marking criteria.

Formative assessment is also included as feedback is often provided. Students for example do mock presentations where feedback is provided in their first year of study to learn how to present and prepare for the summative assessment.

There is also reference to mitigating circumstances, which are also presented at the Final Assessment Board.

Assessment is carried in accordance to procedures. Briefs are developed by lecturers which they discuss with the programme coordinator, to ensure they meet the learning outcomes and to monitor the submission deadlines to ensure there is balance with students load. All assessment is communicated to students in week 2 of the semester. The criteria for assessment are given to students and are also uploaded on Moodle. The criteria is also part of the document, with specific rubrics developed for each course and assessment. Example was shared with the EEC for Business Communication. The committee noticed that there is reference to 'critical insight' which could be considered as high requirement for the level of the programme. This could be further nuanced by 'critical analysis and insight' or relevant term to reflect the purpose of this criterion but also comply with wording relevant to assessment at L5. The assessment allows students to

achieve the learning objectives, feedback is provided within 15 working days (maximum as per the policy).

Students receive seminars on study skills during the induction week so that they become familiar with the requirements of the programme and academic writing (e.g. Essay writing, plagiarism) (application form p.13). All marks are discussed and approved at the Final Assessment Board

Strengths

- Support to students
- There is a Virtual Learning Environment used to support students' learning
- Participation at events and activities outside the classes to engage with the course and the society
- Practical training
- Well-designed assessment
- Well-designed rubrics
- Study skills provided

Areas of improvement and recommendations

- Revise the rubrics to reflect the level of study
- Revise content and learning outcomes of courses
- Include marking of sources and referencing used in power point presentations

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

3.1. Teaching staff recruitment and development.

The College has a robust Policy for Recruitment of Teaching Staff which includes details about diversity, elements needed in the job pack and the like. This is reflected in the diverse and well qualified teaching staff.

For development of teaching staff, the College supports with organising staff development workshops, staff mobility through Erasmus+ collaborations, as well as through international cooperation with similar institutions abroad such as the University of Gdansk in Poland focused on fostering cooperation in the field of tourism and hospitality via academic visits, joint research activities, attendance of conferences, and seminars to enhance knowledge sharing and academic growth. The College has established a partnership with Business and Hotel Management School in Switzerland to exchange teaching and professional experiences, and for staff to collaborate in the areas of hospitality and culinary academic training and management. The EEC notes that collaborators from outside the European Union are missing, and teaching staff might benefit from more global perspectives that such opportunities offer.

3.2. Teaching staff number and status

The college employs 12 teaching staff (2 full time and 10 part time), out of which 1 PhD holder, 1 Higher Diploma holder, and 10 Masters degree holders, according to documentation presented to the EEC. During the site visit we were informed a new part time member of staff joined the College with a PhD degree from the University of Leicester in England specialising in Business.

To note that Dr Marilena Paraskeva employed to support staff development also teaches with the Programme Coordinator the course "Academic and Research Skills Development Workshops."

The EEC strongly advises that the College should undertake every possible effort to help existing members of staff to enrol into PhD programmes.

3.3. Synergies between research and teaching

The College is supportive of research projects undertaken collaboratively with students, and also with international members of staff at other higher education institutions with which the College collaborates. This approach is, however, in its infancy and the EEC encourages the College to support teaching staff to develop research ideas and projects.

There is a Research Committee in place, but it is the impression of this EEC that this Committee might not be too active or with a set of well-defined portfolio.

Strengths

- The College is well organised, teaching staff have a clear vision and mission, so much so that the EEC suggests adding the component of Management in the title of the programme: Hotel Administration and Management.
- The College is currently involved through its teaching staff in the local community and outreach events.

Areas of improvement and recommendations

- The EEC advises that teaching staff are incentivised to attend developmental workshop offered in house.
- The EEC advises the College should undertake every possible effort to remove any reference to not accepting students from outside Cyprus and the European Union, along with increased attention to Affirmative Action policies in staff and student recruitment and development.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

Findings

4.1 Student admission, processes and criteria

All information on student admission, processes and criteria are provided in the application form (p.8). These comply with the requirements of the Ministry of Education, Sports & Youth. Minimum admission requirements are available in the application form. The EEC has checked and they fit the purpose and the level of study. The criteria for admission to this specific programme is available on the College website. There is clear reference to the previous studies and content students must have completed to be able to apply to this programme. Admissions process and criteria are in place and implemented consistently.

4.2 Student progression

Regulations regarding student progression are in place. Information is provided in the application form (p.11). There is clear policy on transfer of credit, the requirements and criteria used. The Programme Coordinator receives all relevant documents, checks them, and makes the final decision for the transfer of credits.

They also comply with the Agency's requirements.

4.3 Student recognition

All criteria and policies were provided in the documentation. There is also relevant information on the college website. There is reference to the accreditation of the programme as well as to opportunities for progression for the students i.e. to enroll to a BA programme in Cyprus.

4.4 Student certification

All policies and regulations in terms of student certification are in place. There is clear evidence of terms for passing the course, for evaluation and confirmation of marks. There is also clear information on the transfer of credit and what counts towards the final mark. The requirements for graduation are also provided. All this information is also available in the programme handbook which students receive. Transcripts are also provided with details on the courses studied, marks awarded etc.

Strengths

- Clear policy is available
- Criteria for admissions fit the purpose, level of study and are similar to other international institutions

Areas of improvement and recommendations

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

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

5.4 Student support

Standards

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

Findings

5.1 Teaching and Learning resources

Teaching and learning resources are appropriate for the programme. Moodle is used as Virtual Learning Environment. Example shared with the EEC on the screen for Business Communication course. Power point presentations are uploaded prior to the class so that students may use it to prepare. There are also other notes uploaded like articles, reports, information about the course. Communication is also done via email and Moodle. Assignments are submitted on the system and marking is done online using the rubric.

The library has a range of books in hospitality and tourism and in many cases there were multiple copies. The college has access to the library at the University of Cyprus, TEPAK, UNWTO, and IoH from where they have access to EBSCO. Staff and students are provided training on the use of learning resources to maximize the benefit. Staff are also trained by CAQAAHE.

All resources are fit for purpose.

5.2. Physical resources

The College provides a computer and lecture rooms fit for purpose. The students have access to the Moodle platform to access the lecture material, announcements, and assignments. The College employs an AI-driven protocol integrated into assessments (Moodle Plugin and Plagiarism Check website).

The students are able to use electronic data bases to access articles and eBooks via the links of the University of Cyprus, the College offers space for the library close to the computer room.

Students are able to access the EBSCO database. The College is a member of the Institute of Hospitality and offers benefits accessing regional networks and other electronic resources.

5.3 Human Support Resources

The College employs a PhD holder to organise developmental sessions and workshops for teaching staff. The EEC had the opportunity to probe some of the noted weaknesses in the SWOT Analysis (Teaching Staff) around support resources, formal training in teaching, and attending workshops for professional development. The EEC commends the efforts of the College to have one member of staff employed to organise such developmental workshops and galvanise colleagues to attend. Increasing workload seems to be a barrier when deciding to attend these workshops and the EEC strongly advises that the teaching staff schedule is such designed to allow for time and space for teachers to attend at least 1 such workshop per term.

The College rents the premises and explained to the EEC the plans to expand on the 4th floor of the building. There was no visible physical support for students with disability, but worth noting that the premises are small and all lectures seem to have been on the ground floor.

5.4 Student support

There is continuous student support at the college. The needs of the students are addressed and considered when designing the delivery of the courses, as well as on the teaching and learning methodology used. Scholarships are available to provide financial on the grounds that students meet the criteria. The college provides the students with a global perspective and enrich their educational experience through international collaborations, as well as through organizing and delivering seminars with experts in their field. They engage in exchange programmes, and Erasmus+.

Erasmus+ is used to support both student and staff mobility. Such activities are supported by Learning Detours, an external partner. The college is engaged with KA1 and KA2 VET projects. ErasmusPro is also used to support work placements abroad. An example has been provided where in 2023 the submitted a proposal for faculty training 'Games and Technologies in Education (GATE)'. Other examples were discussed and share in the application form (p.33). There is also clear description on other collaborations developed to support students and staff as presented in the application form (pp.33-35).

Various services are available such as the Admissions Office, the Academic Affairs Office, Student Welfare Services, Student Careers Services, Counselling services. Interestingly, the college collaborates with a professional counselor who is available once a week to provide support to students and may inform the college in case there is a need to do so. Activities and responsibilities are provided in the application form.

There is also some financial support to students as for example the revenue made from events such as the Christmas market is given to the student union.

The Alumni Association Services is developed to keep in touch with graduates, and the continue providing assistance with their career after graduation. Information about this is available on the college website, as well as in the application form.

Table 6 in the application form (p.38) provides a wide range of support mechanisms available at the college.

There is no particular reference to students with special needs in policies which could be considered by the college.

Strengths

- The Moodle platform offers students a one-stop platform to access all information required
- The students have access to major electronic databases either via the University of Cyprus or the Institute of Hospitality.
- Student support system.

Areas of improvement and recommendations

The EEC is satisfied with Learning resources and student support, and as such does not have major suggestions for improvement and recommendations.

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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- 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		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

C. Conclusions and final remarks

The EEC would like to commend the college for the academic quality assurance system in place, as well as the design of the curriculum. There is continuous support to students, the local community and staff to ensure the delivery of high quality student experience. The enthusiasm of teaching staff is commendable.

The EEC would like the college to consider the recommendations for improvement made in the previous sections of this report. The programme learning outcomes could be revised to reflect the level of the programme. The same applies to the course learning outcomes as the number is found to be considerably large in comparison to programmes and courses offered at other institutions. These could be kept to 4-5 in total per course.

Internships are well organised and monitored and this activity could be added to the coordinators workload and compensation.



D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Dr Amalia Tsiami	
Prof Dorina-Maria Buda	
Dr. Lia Marinakou	
Niki Makri	

Date: 27/01/2024