

# Feedback Report from EEC Experts

- **Higher Education Institution:**  
Mesoyios College
- **Town:** Limassol
- **School/Faculty:** Mesoyios College
- **Department:** n/a
- **Programme of study under evaluation  
Name (Duration, ECTS, Cycle)**

**In Greek:**

Διοίκηση Επιχειρήσεων (4 έτη, 240 ECTS, Πτυχίο)

**In English:**

Business Administration (4 years, 240 ECTS,  
Bachelor of Arts)

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

**In Greek:** Κατεύθυνση Μάρκετινγκ και  
Κατεύθυνση Φιλοξενίας

**In English:** Marketing Direction and Hospitality  
Direction

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)

Name	Position	University
Prof. Dr. Philip Vergauwen, Chair	Professor Management Accounting & Control, Solvay Brussels School of Economics and Management	Université Libre de Bruxelles, Belgium
Prof. Dr. Anita Eves	Professor of Hospitality Management, School of Hospitality and Tourism Management, Faculty of Social and Social Sciences	University of Surrey, United Kingdom
Prof. Dr. Andreas Papatheodorou	Professor of Industrial and Spatial Economics with emphasis on Tourism, School of Business, Department of Business Administration	University of Aegean, Greece
Mr. Georgios Aristotelous	Student member	Cyprus University of Technology, Cyprus

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

### General Feedback Remarks

In the initial external evaluation report following the in situ visit of Mesoyios College (Limassol), the EEC concluded that the institution satisfied overall standard compliance and was to be commended for its dynamic, young, highly motivated, and qualified faculty, and for its close relationships (personal touch and individual attention) between staff/faculty and students at Mesoyios. The EEC also commended Mesoyios College for having a direct impact on the local/regional economy (also referring to the Troodos program) and the support the College offers to business development by providing well-trained students in high demand on the “market”. The College has close connections to the business world and to HE partners in Europe (Poland, Slovakia, Switzerland) and in India and actively and effectively helps students to find jobs (direct career services) beyond the support it offers its students throughout the whole learning experience (work-study support). The EEC - and the Mesoyios College students - highly appreciate the “family” approach and connections between staff, faculty, and students: the College can be proud of the enthusiasm and the engagement of faculty and administrative staff.

As a summary, the EEC identified areas for further improvement with respect to:

1. Mesoyios College’s growth strategy and the importance of careful and detailed strategic planning while maintaining and safeguarding the existing operations at existing quality levels during that transformation;

2. Practice-oriented research and experiential (practical) learning in the context of “blended” learning pedagogies;
3. The increase of the number of homeland students to balance the very high proportion of international students;
4. The development of a clear strategy for (young) faculty to obtain a PhD is recommendable and the recruitment of PhD holding faculty.

**The EEC is impressed by the detailed and extensively argued response by the institution with respect to its report concerning these and more detailed, standard-by-standard recommendations, the EEC reiterates its confidence in the institution’s capacity to assure, maintain and, where possible, further improve the quality of the Business Administration (4y, 8 semesters, 240 ECTS) programme and of all the processes and procedures required to do so.**

In the following sections of this feedback report, the EEC will further comment on the response on a standard-by-standard basis.

## **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

The College has actively engaged with recommendations of the Panel, notably it has clearly defined KPIs for each programme – including, for instance, student evaluations and success rates. It has reduced the number of Learning Outcomes in courses and has clearly mapped course and programme learning outcomes and assessments.

**On these grounds, the EEC's final recommendation is that the revised study programme and its design and development meets the external evaluation criteria.**

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

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

The EEC is particularly pleased to see that College has extended its on-line learning facilities to better support students. It has also taken the advice to develop an Alumni Office and framed the scope and purpose of this. It has also introduced (Hospitality) Revenue Management as a compulsory module (making another module elective as a result, but this is a sensible substitution given the importance of (Hospitality) Revenue Management in the sector). It has also introduced some tourism electives to the programme to give students a broader understanding of the environment in which the hospitality sector operates (Dimensions of Tourism, Tourism planning & Sustainable Development, Tour Operators & Hospitality Management and Principles of Hospitality Real Estate).

**On these grounds, the EEC's final recommendation is that the revised teaching, learning and assessment strategy of the College meets the external evaluation criteria.**

### **3. Teaching staff** (ESG 1.5)

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

The College is actively seeking to increase the number of PhD qualified staff and provided evidence of engagement with recruitment platforms that will facilitate this. It is further developing its reward and incentive scheme to encourage staff retention and is exploring collaboration opportunities to allow further knowledge exchange – in addition to the well-used Erasmus+ scheme. The College has also established a Research Committee with a remit to encourage more research and that this is published in appropriate journals to achieve the research aims.

**On these grounds, the EEC's final recommendation is that the College's revised personal and career development strategy of its teaching staff meets the external evaluation criteria.**

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

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

The EEC recommended that the (optional) internship should be made compulsory given its importance in the student's learning and their later employability. This has been acted on, with 2 other modules being made elective. The College had developed Generic Grade Descriptors for the programmes but these covered all years in one descriptor. It had been recommended that Grade Descriptors were developed for each year of study to support staff in consistent marking and to guide students in understanding the different requirements at each level. The College has developed year-specific grade descriptors. The EEC also noted that the two-entry point system meant double teaching, putting additional stresses on staff. This has been addressed to avoid double teaching, which will also give staff more time to engage in the College's research agenda.

**On these grounds, the EEC's final recommendation is that the revised strategy of the College regarding students meets the external evaluation criteria.**

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

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

The College has subscribed to ZOOM to better engage students with on-line provision and has established a 'cameras on' policy to enable staff to gauge the understanding and engagement of students. It is also introducing more interactive activities into the classroom, including interactive

workshops and the use of (for instance) case studies to bring more industry understanding into the teaching and learning approaches.

**On these grounds, the EEC's final recommendation is that the revised strategy of the College regarding learning resources and student support meets the external evaluation criteria.**

### C. Conclusions and final remarks

The EEC believes that the steps undertaken by the College to improve its research profile and instigate a research culture among its members of staff will bear fruits in the medium to longer term. The success of this strategy, however, is based on the assumption that the College perceives this as an opportunity for continuous improvement and not an one-off exercise to solely meet the criteria of the external evaluation in the immediate term. The EEC is convinced that the College has undertaken genuine effort to revise the curriculum and restructure the body of electives modules.

**To conclude, the EEC wishes to commend the College for the way the College integrated the EEC's recommendations into its quality assurance activities and its strategies and plans for further (continuous) improvement, which in itself underlines the professional commitment of the Mesoyios community to the delivery of high quality programmes in higher education.**

### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Dr. Philip Vergauwen, Chair	
Prof. Dr. Anita Eves	
Prof. Dr. Andreas Papatheodorou	
Mr. Georgios Aristotelous	

**Date:** April 9<sup>th</sup>, 2022