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

- **Higher Education Institution:**
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Business Administration
- **Department/ Sector:** Department of Management and Marketing
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διεύθυνση Φιλοξενίας και Τουρισμού (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο)

In English:

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

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



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 Greek: Concentrations
In English: Concentrations

A. Introduction

The European University of Cyprus is long-established, and the Business School is the oldest in Cyprus. The University currently has around 8000 students. It has recently added a Medical and Dentistry School to cement its aim to be a leading regional and international University. Its umbrella group is Gallileo Global Education, whose involvement is only financial. EUC runs in excess of 80 programmes, all of which are accredited, and some of which are available as e-learning programmes. It has two international ventures, one in Frankfurt and one in China (not related to the programme under review). It aims to grow student numbers through international recruitment. The university, and Department, have ambitions to further develop research activities and in addition, are involved with a Start-up Centre and Future Skills Hub, available to existing and would-be business leaders.

The assessors visited the European University of Cyprus on 9th October 2023 for the accreditation of the 'Hospitality and Tourism Management' BA programme. The day comprised a series of presentations and question and answer sessions, and a tour of the facilities.

The panel introduced themselves prior to commencing with the agenda. The Senior management team (comprising the Vice Rector Academic Affairs and Head of the internal QA Committee, Vice Rector of Research and External Affairs, Dean of the School of Business Administration, Chairperson of the Department of Management and Marketing, under which the programme operates, and the Faculty Representative of the Dept Committee of Internal QA) introduced the University structure, achievements and ongoing aims. This was followed by an introduction to the School and Department structures, involving the Dean, Chairperson and Programme co-ordinator and then an introduction to the programme, its evolution and standards with the Programme co-ordinator and teaching staff. A discussion relating to staff research activities followed, exploring factors that may facilitate or act as barriers to a research agenda. A group of students and alumni explained their experiences of the programme and how it had prepared them to enter the industry. Finally, a group of Administrative staff (Director of office of Student Affairs, Head of Admissions, International Student Advisor, Network Operations Manager (IT) and the Head Librarian) explained the facilities and support available to students from point of application through to graduation. The Panel would like to thank all those involved for their openness and honesty in addressing the Panel's questions.

The Panel was taken for a tour around the University, seeing classrooms, study spaces, computer labs, the library, and the kitchen facility used for two modules. During this tour, the Panel also attended two lectures for a short time.

Finally, the Panel fed back to the Senior Management team with their impressions of the University and the programme, with commendations and recommendations.



B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|-------------------------------|-----------------|--|
| Carlos Costa | Full Professor | University of Aveiro, Portugal |
| Beverley Wilson-Wünsch | Professor | IU International University of Applied Sciences, Germany |
| Anita Eves | Professor | University of Surrey, UK |
| Emilia Shelegeda | Student | Cyprus University of Technology |

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

1.1. Policy for Quality Assurance

The University has a very clear structure for the review or development of programmes and it is good to see this including many stakeholders, notably industry and students, as well as academic staff. The Committee structure of the University is clear and well-established, with student representation on all Committees, which is to be commended. The commitment to teaching and learning is exemplified through internal awards for these activities.

A concern is the lack of internal moderation of marks. Currently, appropriateness of marks is evaluated by the Internal Quality Assurance Committee, which looks at mark distributions and will question profiles that are out of the norm. Whilst this is to be encouraged, internal moderation of marks by the programme team would strengthen this process. This gives an added assurance to students that the marking is fair and consistent and is a useful way for new staff to adapt to the academic levels expected. It is good to see use of an Assignment Marking Scheme, which also helps both staff and students recognise what is needed to attain marks at a certain level. This is a scheme for all years of study, and it may be useful to consider a scheme for each academic year so that it is clear how expectations change across years.

The University takes academic integrity seriously and all coursework is put through the anti-plagiarism software Turn-it in. This is also available to students to check their work prior to submission. It is good to hear that the University is currently devising a new policy for the recent emergence of AI-assisted tools and that staff had received a seminar on the topic. The team also recognise this as an opportunity to develop coursework that is more authentic, and thus more difficult for AI to generate. These tools are something that all Universities are grappling with, and we are confident that the team is well-placed to cope with the challenge.

1.2 Design, approval and ongoing monitoring and review.

The revised programme had been developed following a well-structured review process involving industry, students and academic staff. The revised programme reflects contemporary issues in the hospitality and tourism sectors (e.g. sustainability and digital advances) and includes the normal pillars of a management degree (accounting and finance, marketing, operations, organisational behaviour). Modules have been mapped against WHO Sustainability Development Goals. It includes a balance of generic, hospitality and tourism modules and includes some practical modules, although students suggested that they would appreciate more practical sessions. Employability is a key goal for the Department and the inclusion of an Internship helps with this. Students must do an Internship in Year 1, and can elect to do two more at the ends of Year 2 and Year 3. Currently the three module outlines are identical and it is recommended that these are adjusted to reflect the progression that was expected across the three Internships. It could be argued that students should do all Internships to help their transition into the industry, and the importance of the Internship in facilitating this was noted by graduates. Staff had, however, found that following their first internship. Some students decided they did not wish to pursue a career in the sector and these students benefit more from additional taught modules. We would, however, expect all students to be encouraged to take up the Internship opportunities. Internships were organised through the Department, with trusted employers, to ensure students received a good and valuable experience. During their Internship, students were supported by both an academic and industry mentor. Some students may face anxieties during their Internship and a dedicated support team to guide students in practical aspects of their Internship could be of value.

Module outlines follow a prescribed format, clearly outlining the level of the module, the expected workload in ECTS and the module learning outcomes and content. In some cases, the list of LOs could be much reduced. Staff were questioned over the use of 'latest edition' in bibliographies and explained that this was recommended by a previous accreditation panel. This is not a major point, but preference would be for dates! In the case of Culinary Arts and the Art of Gastronomy, the two module outlines were very similar, despite being taught in Year 1 and Year 3 respectively and the latter being explained as more advanced. It is advised that the module outlines are written to better differentiate the two modules. Students also suggested that the two should be taught more closely together, which is recommended. An additional observation from students (whilst not naming the modules) was some repetition between modules. It is advised that module content is thoroughly reviewed across the programme to avoid this.

The programme clearly develops students through the years, with prerequisites supporting successful progression through the programme. We were provided with examples of coursework and examinations. The marking reflected the level of the work. It was notable that the less good coursework had not used literature to support their work, whereas the best work had made extensive use of this, allowing the work also to be more critical and discursive, rather than descriptive. The Library facilities, including involvement in a consortium of 7 Cypriot Universities, means that students have more than adequate access to the materials needed to successfully complete their studies. The exams included a variety of question types, including MCQs, short answer and questions requiring longer responses. The variety of assessments used was discussed, with a preference from the Panel to move away from exams to more authentic assessments. It was, however, noted that the Agency prescribed the nature of assessment, although the format of an exam was at the module leaders' discretion and could, for instance, include case studies as well as standard exam questions.

The lectures attended were well-delivered and the lecturers were active in encouraging participation. Lecturers are encouraged to use sector-specific material, e.g. case studies, particularly in generic management modules, to enable students to apply their knowledge in relation to situations they may face in industry, and to see how theory and practice are related. Lectures are for a 3-hour duration, which was questioned by the previous panel. It was noted that this is an Agency requirement and that, although 3-hours, there were breaks and activities in the session. In discussion, it was clear that lecturers also made good use of the on-line learning platform to encourage engagement and used other interactive learning tools in the classroom. Revenue Management classes made use of Excel to allow students to see the outcome of decisions using industry data, however, it is recommended that the use of simulations (e.g. RevSim) is explored. Students noted that they would like more practical modules, so this could be considered. The currency of some book lists was questioned, but staff noted that additional texts were made available to students.

Currently, students are not involved in extra-curricular student competitions linked to hospitality and tourism and do not attend industry-led events. These could be considered to widen students' horizons and networks and motivate them in their studies.

Students evaluate all modules anonymously, using an on-line form assessing their entire experience. This constitutes an internal regulation, reflecting the importance attached to this. Course and programme feedback is discussed in the Committee on Internal Quality Assurance and passed back to the Programme lead (or relevant operational department) and module leader to amend as appropriate. This could also trigger further training for teaching staff. Similarly, in light of research or business/sector developments, the module content will be updated to reflect new knowledge or understanding.

1.3 Public information

The University website has clear information about programmes and the University. It includes information about admissions criteria, learning outcomes and final award (including mark ranges). Teaching and assessment procedures are clearly laid out in module outlines. The University has a dedicated Careers service that posts employment opportunities for students, currently having more posts available than students to fill them. The service holds a Job Forum each year to bring students and employers together. Students also have access to Erasmus exchanges, and a target is to increase the number of students taking up this opportunity.

1.5 Information management

Data are managed and evaluated through a well-developed Committee structure that aims to ensure consistency of approach and fairness. The student population for the programme has declined over the years, explained, at least in part, by COVID and economic pressures arising from external influences (e.g. the war in the Ukraine). Similarly, over the last few years, this has also led to higher than desirable drop-out rates. It would be hoped that this will improve over the next few years. The student population for the programme is made up of Cypriot students, European students and overseas students, which allows for a multi-cultural experience. Of the graduates seen, 3 of 4 were working in the hospitality sector and one in a business that supplies the sector. 87% of graduates are working in the areas of their study within 6-months of graduation.

In addition to the Library resources, students have access to excellent support in their learning through the Office for Student Affairs, including support for neurodiverse students (e.g. dyslexia) and for those needing psychological support. Appropriate adjustments are made to enable students to benefit fully from their studies. Students can also find support in relation to financing their studies. On admission, all students are assigned a (non-academic) Advisor, who guides module selection and enrolment. Module leads support students with individual academic challenges, with academics having scheduled Consultation hours, but acting with an open-door approach.

Strengths

- A rigorous programme review process that involves key stakeholders
- A new programme that reflects contemporary issues
- Mapping modules to SDGs
- Employability focus
- Access to Internships that are well-supported
- Facilities available to students from central department (including Library and Student Affairs)
- Student feedback that encompasses all aspects of their experience
- Student involvement in all University Committees
- Development of a Policy related to AI-generated coursework.

Areas of improvement and recommendations

- Introduce internal moderation of marked work.
- Rework Internship module outlines to reflect progression across the three.

- Rework the Art of Gastronomy module outline to better reflect its content compared to Culinary Arts and consider including it earlier in the programme.
- Particularly in generic modules, ensure that sector-related content, for instance, case studies are used to bridge the theory-practice gap and expose students to situations they may experience in the workplace.
- Consider the use of simulations in appropriate modules to increase engagement, and also increasing the number of practical modules.
- Consider involving students in student competitions and industry-led events to widen their horizons and networks.
- Review all module content to avoid repetition.
- Reflect on Learning outcomes in Programme specifications and module outlines in terms of level and number

| 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.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

Student centeredness: is a main pillar on which the program is built. This seem to be their MOTTO: In their own words and to quote them precisely:

“A student-centered approach” Constantly improving the students’ learning experience via: • Interactive learning - Engaging students via a variety of means, supported by DEL Strategy • Student monitoring & Provision of individualized feedback on their performance • Student mobility through a plethora of Erasmus agreements - a designated Erasmus coordinator in the Business school • Student feedback on their Learning Experience Survey • Students with disabilities and special educational needs are supported as per the University’s corresponding policy.

Practical Training:

As part of the program Culinary Arts, the internship, as well as field trips and guest lectures from the industry are ways the university builds practical training into the program. Additionally, the university runs a vibrant organizational seminar, workshops and consultancy services.

The Culinary Arts course is taught in the canteen kitchen on the university campus. The space is also used for the daily preparation of meals for the university’s catering for all students, faculty, and staff at the university. The students do not have a devoted kitchen space where they can learn and reflect on the practical process of preparing a meal from beginning to end.

The internship in another way in which practical training is implemented in the course. Students have the opportunity to work in the local industry. Three opportunities are offered throughout the period of study to do an internship. Faculty members are helpful in finding the best internship places in the industry, but the student services office organize these through their connections with the industry. All faculty member serve as internship supervisors, and they go into the place of work to assess the conditions under which students are working. This way they can give feedback to the students as well as the hotel company representatives.

Very often, guest lectures are invited from industry into the classroom to speak with the students about their own practice. Though these experts typically come from the larger, hotels (4 **** to 5 *****), greater efforts are being made to ensure independent family owned hotels are included as these are often the source of discontent for the employee.

Assessment and Evaluation:

Though the evaluation percentages are set by the Government’s Educational Agency, the university assesses the students in a variety of ways. Several different methods are used. A range of written and oral assessments are done. Group projects, essays, research papers, case studies, as well as written tests and quizzes are given during the course. Each professor is expected to set up their course syllabi before the class begins and is expected to inform the students at the beginning of the semester of the assessment procedure for the course. An outline of the course aims and objectives, learning outcome along with the method evaluation is shared with the students. Grading criteria for marking are published in advance mainly where the assessment is for example an essay, or a project. Students are

given feedback, which, if necessary, is linked to advice on the learning process. Typically, the professor is the responsible examiner for the course. A formal procedure for student appeals is in place.

Strengths

- The Committee is of the impression that the program is developed with great care. Much focus is placed on the teaching and learning processes, seeking to place the student at the center of these activities. *Highly flexible teaching and learning processes, considering different modes of delivery are in place.*
- *Professors use a variety of pedagogical methods, facilitating the planned learning outcomes. Teaching and learning support students' development. Also, the organisation and the content of practical training support enables achievement of planned learning outcomes and meets the needs of all stakeholders.*

Areas of improvement and recommendations

Upon seeing the state of the art Medical, Dental and Microsoft Business facilities we are jealous, and sure that EUC would want to provide state of the art practical tourism and hospitality facilities. We recommend a variety of practical training opportunities to help the university do that:

- Consider incorporating case studies, simulations, and on-site visits to expose students to practical issues they may encounter in their careers.
- Invest in an on-campus Hospitality and Tourism, Revenue Management/CRM simulation. The facilities are already there. Forge some kind of relationship with partners such as STR.
- Develop internship guidelines and contracts that clearly outline expectations, pay structures, and working conditions to ensure fairness.
- Introduce a pre-internship orientation program to prepare students for the challenges they may face during their internships, emphasizing problem-solving and adaptability.
- Introduce workshops, seminars, and role-play exercises that bridge the gap between theoretical knowledge and practical application.
- Encourage more professors to integrate practical examples into their lectures and assignments to illustrate how theoretical knowledge is applied in the industry. We enjoyed the Beverage class we visited.
- Enhance hands-on training opportunities within the university, possibly through the expansion of practical labs. The kitchen that they use now is not enough.
- It is recommended that if not there yet, a dedicated internship support office be established to assist students in navigating internship-related issues, including payment disputes and mental health concerns derived from the workplace. This will enhance the CARE and student-centeredness the university promote.
- It is recommended to establish a dedicated internship support office to assist students in navigating internship-related issues, including payment disputes and mental health concerns.

- If not in place, offer interview skills workshops covering topics such as resume writing, interview etiquette, and negotiation tactics.
- Organize more frequent guest lectures, panel discussions, and industry visits to expose students to diverse aspects of the tourism sector.

| 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.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

The teaching staff is overall qualified to teach in the programme. Most of them have PhD and MSc qualifications and graduated from prestigious universities. The programme operates under the umbrella of the School of Business Administration, and most of the teaching staff has degrees that suits the needs of the school. It should nevertheless be said that the number of qualified lecturers with a PhD in Tourism and Hospitality should be increased in the future. That can be done by hiring more staff or by investing in some PhD students.

The workload is adequate and follow the law. It is nevertheless found that the courses on tourism are too concentrated in the same person. Even if the subjects are spread all over the programme, providing students with the same approach by the same lecturer, is not a good option.

The university offers modern facilities, that enable the teaching staff to make use of innovative teaching methods and technologies.

The staff is recruited following official procedures and under principles of transparency and equal opportunities. They are committed and motivated to their jobs.

The level of internationalization is excellent. The university is running other campus abroad and the network of relations with other institutions is very good. This is a major strength of the university, which should be continued in the future to move further the levels of international exposure and cooperation.

The university devotes particular attention to Research, and its evolution in the area is remarkable. Its inclusion among the top universities in the world in the Times Higher Education University Impact Rankings, is a great achievement. The university is also ranked among the 201+ universities in the world in the areas of Innovation, Entrepreneurship and Infrastructure, Decent Work and Economic Growth (evaluating areas such as sustainable growth, the work placement of students and the employability of graduates), and Actions on Climate Change.

The university has implemented four main research centres, being one of them in tourism. The Center for Sustainable Management of Tourism, Sport & Events (CESMATSE) was developed and is led by Prof. Nikolaos Boukas. The centre is an autotelic research unit within the EUC School of Business Administration devoted to the advancement of scholarship and praxis on the sustainable management of tourism, sport and events sectors. It has increased the awareness for tourism research in the school, and has fostered research in the area. The increasing number of projects and publications is good evidence of that. The EEC acknowledges the advances made in the area and do recommend the institution to continue and increase the work in this field.

Strengths

- Overall the teaching staff is qualified, professional and innovative.
- New and innovative teaching methods are employed by the staff.
- High quality infrastructure and facilities that allow the implementation of new teaching methods and improve the students' levels of comfort and motivation.
- The level of internationalisation is very good.
- Research is a priority in the university, and a tourism unit has been created to increase awareness and foster research in the area.

Areas of improvement and recommendations

- The programme needs one or two more members of the staff with a PhD in tourism. The EEC is aware that the present number of students may not favour new contracts in the short run, but that is a priority that should be in the school's agenda.
- Increased efforts should be made to make sure that more collaborative work is done between tourism and hospitality academics and other colleagues from the business and administration areas, namely in terms of joint teaching, research and publications.
- The work done by some members of the staff with the outside industry, should be more wisely incorporated in the teaching and in the research conducted in the school.



| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 3.1 | Teaching staff recruitment and development | Compliant |
| 3.2 | Teaching staff number and status | Partially 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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

All admissions policies and regulations are fully in place and is publicized for the information of all students. This applies to both national and international students. During open days, the national students have the possibilities to visit the campus to view the facilities and verify orally and in writing these policies also. Once students are accepted and the formalities are completed, they are signing a contract with the university. Post COVID, the University is fully back face to face and is functioning well. There were no noticeable changes in the dropout rates, which seem to be quite low.

Information on student's mobility for studying abroad, e.g., Erasmus and going on internship abroad is well established. This applies to both national and international students.

The bachelor's degree which is offered upon completion of 4 years at the university is well recognized already. This is maybe because the program is housed in an already well recognized institution, and institution with a name, even though these recognitions are from other departments.

Strengths

- The college has a well-established academic advising process, housed in inviting, colourful offices, suggesting they have an open-door policy and welcome all students! Very impressive!

- There is counselling support for all student with both physical and mental disability support office.
- Students, particularly international ones, feel well taken care of, and sees that the University has help them to feel at home.

Areas of improvement and recommendations

- A more Personalized career guidance procedure to reduce drop-out rates as well as enhance better performance is encouraged.
- Guidance and resources for students to seek help and support if they experience anxiety or depression during challenging times can be made more explicit. The internship is a difficult period of the students' life and so more preparation mentally for this phase can help.
- Conduct regular career assessment tests, e.g. learning styles, behavioural styles such as MapsTell, Belbin, to help students identify their strengths and interests within the hotel and tourism sector.
- Encourage students to participate in industry-related extracurricular activities and networking events to gain exposure to various career paths. To make this more effective, aim to have at least one event each month specifically for students studying tourism and hotel management. This way, students can meet professionals and explore job opportunities more frequently.
- Create a mentorship program where Alumni or are assigned as mentors to guide students in their career paths.
- Provide opportunities for students to participate in industry conferences and competitions (Worldwide) to gain hands-on experience and build their portfolios. These opportunities may include barista and cooking competitions, but also Management Competitions, Young Hoteliers Summit, European Mise en-Place, Future Leaders Challenge. The university should consider providing financial support to students by covering a portion of the transportation and accommodation expenses.

| 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.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

The University offers students and staff an infrastructure and facilities with high quality. The building is modern, well organized, clean and very much comfortable. The facilities are excellent. The classrooms are of high quality, and well maintained. The computing facilities are modern, high tech, and with the most recent developments. The university includes a high tech Center, powered by Microsoft, with outstanding quality.

The methods of teaching follow international standards. The staff makes use of the quality of the classrooms and of the technology to create the best environment to hold their sessions. The teaching combines classical forms of learning with modern methodologies that promote approaches centered on the students. The quality of the equipment contributes very much to that.

The library is excellent. It combines nice and comfortable areas with access to a great number and high quality sources of information. It should always be recommended that physical books in hospitality & tourism should be acquired by the college because some students and lecturers do read them, and also because that makes the library more attractive for people to go in.

The number and qualifications of the administrative staff is suitable to the needs. The EEC found them very much professional, organized, aware of what they have to do. That also explains the positive feedback students provide about the university administrative staff.

The administrative staff is fully aware how to deal with students with special needs, and how diverse and complex these needs may be. The facilities and the equipment are adjusted to support students with disabilities, and, above all, the staff is prepared to deal with them.

The Dean, the Chairperson, the Programme Coordinator, the Head of CESMATSE, along side with the Vice-Rector, proved to be very coordinated and fully aware of the strengths, weaknesses and challenges ahead for the school and for the programme. Alongside with the teaching and administrative staff, they unveiled consciousness about what has been achieved so far, but also what it is needed to be improved ahead in the tourism and hospitality area, so the programme can succeed in the future.

The internal organization also proves that the school affairs are met with high level of autonomy within the university, but also that good levels of coordination with the rector's board are met.

Strengths

- The building, facilities and IT are excellent.
- The library is well equipped with modern computers and databases.
- The university includes a high tech centre powered by Microsoft.

- The teaching and administrative staff are open and sensitive to criticism and ready to incorporated suggestions and new actions to improve the programme. The human environment is fruitful to the introduction of improvements.
- The administrative staff is very much professional, motivated and nice.
- The school leaders are aware of the mission they have to accomplish and are elected by their peers.

Areas of improvement and recommendations

- An enhanced and improved relationship should be established between the tourism and hospitality staff and the business and management lecturers, leading to the launching of more joint teaching and research activities.
- More effective links be created between those working with the industry and those oriented to academic and research matters. The potential arising from both groups is enormous, and therefore should be brought together and used as a tool to advance knowledge.
- Graduates unveil a worrying gap between what they have learnt in the school and what the industry demands from them, owing to what were described as chaotic conditions in the industry. The school needs to be more aware of this and ensure they better prepare the students for the reality of the industry.

| 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.

Not applicable

Strengths

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

Not applicable

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.

Not applicable

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 | Not applicable |
| 6.2 | Proposal and dissertation | Not applicable |
| 6.3 | Supervision and committees | Not applicable |

D. Conclusions and final remarks

This is a well-run University and School with excellent facilities. It has developed an updated programme, reflecting contemporary issues for the sector through a rigorous programme review process that involves key stakeholders. The programme has a strong employability focus, including Internships, which are selected to ensure students have a good and valuable experience. Students have excellent support to aid their learning and life at the University and their views are valued through programme evaluations and appointment to all Committees.

Key recommendations relate to introduction of internal moderation of marks to improve the QA procedure, to review some modules to ensure they represent the anticipated progression, to review level and number of learning outcomes for the programme and courses, to consider the use of simulations where appropriate to further engage student in their learning and to reflect on the possibility of including more practical courses.

The EEC is aware that with the present number of tourism and hospitality students it is difficult to find room for more contracts. However, the EEC does recommend that more qualified staff with a PhD in tourism or hospitality is hired in the future, so the area will be more robust for the needs of a programme like this one. It is not acceptable that some subjects are taught in a repetitive manner at different courses, and from a similar view, by the same teacher.

The attention given to research and the professional way in which the teaching and administrative staff manage the programme is a strength very much appreciated by the EEC.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|-------------------------------|------------------|
| Carlos Costa | |
| Beverley Wilson-Wünsch | |
| Anita Eves | |
| Emilia Shelegeda | |

Date: 2023.10.10