

Doc. 300.1.1

4 June 2019

# External evaluation report

- **Higher education institution:**

European University Cyprus

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

**In Greek:** Διοίκηση Φιλοξενίας και Τουρισμού  
(πτυχίο)

**In English:** Hospitality and Tourism Management  
(BA)

- **Language of instruction:** English

- **Programme's status**

**New programme:** No

**Currently operating:** Yes

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

## A. Introduction

### Documents Viewed as Part of this Evaluation

- Application for Evaluation - Accreditation - Program of study
- Powerpoint Presentations on the university organization and the Hospitality and Tourism Management program
- University website with particular reference to the program under review
- Sample of exam booklets
- Library handbook
- Assignments
- University charter annexes and internal regulations

### Site Visit Itinerary on Monday 3 June 2019

#### **9:00 – 13:00**

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee. [40 minutes]
- Examination of the School’s structure, including the program in the proper position, i.e. by indicating the School and the Department under which the program will operate. [20 minutes]
- A meeting with the Head of the relevant department and the program Coordinator. Presentation of the curriculum (allocation of courses per semester, weekly content of each course, teaching methodology, teaching material, evaluation, samples of papers, samples of written examinations, admission criteria for prospective students etc.). [70 minutes]
- Presentation of program’s feasibility study. [10 minutes]
- Discussion of the program as a whole and information relevant to its response to the Criteria. [60 minutes]
- Presentation of the equipment used in teaching and learning (software, hardware, materials, online platforms etc.). [40 minutes]

#### **13:00 – 14:00**

- Lunch of EEC **only** with the educational officer of the Agency accompanying them.

#### **14:00 – 17:00**

- Presentation of the academic/teaching staff teaching each course for all the years of study. [20 minutes]
- Examination of the curriculum vitae of the academic/teaching staff (academic qualifications, publications, research interests, research activity etc.) and their relationship with the institution as teachers in connection with any other duties they may

- have in the institution and/or other programs. [20 minutes]
- A meeting only with members of the teaching staff. [40 minutes]
- A meeting only with students and/or their representatives [30 minutes]
- A meeting with members of the administrative staff [30 minutes]
- On site visit to the premises of the institution (library, computer labs, research facilities etc) [40 minutes]

## B. External Evaluation Committee (EEC)

Name	Position	University
Leo Jago	Professor	University of Surrey
Konstantinos Andriotis	Professor	Middlesex University London
Dagmar Lund-Durlacher	Professor	Modul University Vienna
Olga Charalambous	Ms (Student Rep)	University of Cyprus

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

### 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

#### 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*
- *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*
  - *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*
- *Public information (clear, accurate, objective, up-to date and readily accessible):*
    - *about the programme of study offered*
    - *the selection criteria*
    - *the intended learning outcomes*
    - *the qualification awarded*
    - *the teaching, learning and assessment procedures*
    - *the pass rates*
    - *the learning opportunities available to the students*
    - *graduate employment information*
  -

### Findings

*The programme has clear objectives and student learning outcomes and the programme is designed in such a way as to ensure the successful achievement of these objectives. There are mechanisms in place to ensure the quality of the programme.*

*A formal on-line student feedback process is in place to collect information on the quality of each module being offered as well as the teaching within that module. In moving to an on-line process, student response rates to the feedback survey had dropped greatly but steps are being introduced to address this issue.*

*A curriculum review committee is in place to ensure that the content of the programme represents international best practice and is in line with the needs of industry. This*

*committee comprises lecturers teaching into the programme and representative students. An industry advisory board is in place to provide input to ensure the relevance of the programme to the needs of industry.*

*Although the programme has both hospitality and tourism in its title, it appears more closely aligned to hospitality than it does to tourism. Technology and digitisation are important aspects in the tourism and hospitality industries and it does not appear that these topics are sufficiently covered in the curriculum.*

### Strengths

- The procedures in place to ensure the relevance, currency and quality of the programme represent international best practice.*
- Checks to monitor for plagiarism are throughout the programme.*
- It is clear that teaching in the program is research-led.*

### Areas of improvement and recommendations

- In order to ensure complete transparency, there would be value in including a copy of the quality assurance practices on the university website.*
- Relatively few pre-requisites are evident in the programme meaning that many final year modules, for example, could be taken in first or second year. This reduces the ability of staff to develop deeper knowledge within some modules and consideration should be given to addressing this. Students mentioned that this was a problem.*
- The fact that it is possible for students to join the programme at the start of both the fall and spring semesters poses potential complications in terms of the modules that are offered. A single entry point would simplify this.*
- More on technological trends should be integrated in the curriculum.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	10
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	7
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	

1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	10
1.3.2	The programme webpage information and material	1
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	10
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	10
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10
1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	10
1.5.2	The programme's content	10
1.5.3	The methods of assessment	9
1.5.4	The teaching material	10
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	10
1.5.7	The research orientation of the programme	10
1.5.8	The quality of students' assignments	5
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	10
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	10
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	10
1.9	New research results are embodied in the content of the programme of study.	10
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	N/A
1.11	Students' command of the language of instruction is appropriate.	10

1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	10
1.13	The learning outcomes and the content of the courses are consistent.	10
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10
1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	10
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	8
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	10
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	1
1.22	The teaching methodology is suitable for teaching in higher education.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Provide information on:

1. Employability records
2. Pass rate per course/semester
3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

On the university website an old course programme is listed. This needs to be updated as a matter of priority.

Based on the information provided, the employability of students was excellent, close to 100%.

The programme achieves a high pass rate ranging between 90 and 95%.

Please circle one of the following for:

Study programme and study programme's design and development

*Non-compliant*

*Partially compliant*

*substantially compliant*

**Fully compliant**

## 2. Teaching, learning and student assessment (ESG 1.3)

### Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

### Findings

- *Whilst there seemed to be a good mix between theoretical and practical modules, there was no evidence that the non-practical modules were delivered in other than a traditional didactic approach. This is not consistent with a more modern approach to*



*teaching and learning which seeks to engage students more actively in the learning process.*

- Based on interviews with students, it was clear that a range of industry speakers are used in a variety of modules and that some site visits take place. It did not appear that any visiting academics had been used to provide guest lectures.*
- Comment was made, however, that more activities were needed for students in class. The fact that class sizes are quite small (<20) provides a base for a more personalised learning experience.*
- The methods of assessment and the criteria to be used for marking are known by the students in advance. Students also know what can be done to address any concerns that they may have regarding the grades that they receive.*
- Most, if not all modules were based on 3 hour teaching blocks with a 20 minute break in the middle. There has been a move away from such long teaching blocks at many institutions in order to maintain greater student attention. Students also mentioned that these long teaching sessions were not good for the learning experience.*
- The internships that are available in the programme were seen as valuable in helping to make relevant the theory taught in the programme and in enhancing employment opportunities. The fact that staff visit the students on these internships increased their value in the learning experience.*
- The assessments that were viewed seemed of a relatively low quality, lacking in structure and providing a somewhat simplistic overview of the topic. The feedback provided was sound but the marks given seemed to be too high based on reading the reports and reviewing the feedback.*

### Strengths

- Excellent class sizes*
- Good balance between theory and practice*
- Clear guidelines for assessment*
- Opportunity for students to take multiple internships*
- Staff visit all students on internships*

### Areas of improvement and recommendations

- Consideration should be given to moving away from the traditional didactic approach to teaching towards a more interactive teaching style.*
- Consideration should also be given to moving away from 3 hour teaching blocks (even with a break in the middle). Long teaching slots do little to enhance the learning experience.*
- The marks given on assessment tasks need to be reviewed as based on the assignments that were seen, the marks appeared to be too high. The feedback comments provided were appropriate but the grades appeared high.*

- *More variety in assessment techniques would be of benefit. The exams viewed all used a multiple-choice format, which is only appropriate for testing some dimensions of knowledge. The topics on the assignments that were viewed seemed quite descriptive.*
- *Based on the assignments viewed, more training for students on report writing would be appropriate.*
- *There appears to be a heavy reliance on exams throughout the programme. There is increasing concern globally that exams are not the best way to assess student knowledge but it is recognised that the use of exams in all modules may reflect rules and cultural issues in Cyprus.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	10
2.3	There is an adequate policy for regular and effective communication with students.	10
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	10
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	10
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	10
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	7
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual	7

	courses and are updated regularly.	
<b>2.10</b>	It is ensured that teaching and learning are continuously enriched by research.	10
<b>2.11</b>	The programme promotes students' research skills and inquiry learning.	10
<b>2.12</b>	Students are adequately trained in the research process.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The only area of concern in relation to the scores in this section was that the text books available in the library relevant to the programme seemed to be few in number and somewhat dated.

Please circle one of the following for:

Teaching, learning and student assessment

*Non-compliant*

*Partially compliant*

*substantially compliant*

**Fully compliant**

### 3. Teaching Staff (ESG 1.5)

#### Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

### Findings

- *Staff were very well qualified for the roles that they were undertaking. There was an excellent balance between staff with theoretical and practical backgrounds.*
- *Whilst staff were not expected to complete a Graduate Certificate in Tertiary Teaching that is now the case at many universities around the world, all new staff at EUC undertake a 35 hour in-house teacher training in their first year and other staff are encouraged to do likewise.*
- *New staff have peer review of their teaching in their first year and receive support if the student ratings of their teaching performance is poor.*
- *Most staff appeared to be research active and all staff were aware of the need to ensure that their teaching was research led.*
- *Guest speakers from industry were used in a number of the modules.*

### Strengths

- *There is clearly a strong research culture that underpins research led teaching.*
- *Teaching was delivered by staff with expertise in the specific areas rather than by generalists.*
- *There were strong relationships between staff and industry practitioners.*
- *Teaching workloads were very reasonable by industry standards.*
- *There are good opportunities under the Erasmus+ programme for staff to spend short periods at other institutions.*
- *The ratio of faculty with PhDs to special teaching staff is in line with good practice.*
- *A peer review system is in place to provide feedback and to enhance the teaching performance of new staff.*
- *Staff receive an allowance each year to attend conferences and to cover the cost of professional memberships.*

### Areas of improvement and recommendations

- *Consideration should be given to the introduction of a Graduate Certificate in Tertiary Teaching for all staff teaching into the programme.*
- *Given the fact that the teaching environment is changing so quickly and new technology is being continuously introduced, more regular updates on such advances should be given to all staff.*
- *It would be useful to introduce visiting academics from other institutions into the teaching programmes.*
- *Some staff would likely benefit from the opportunity to spend longer periods at other institutions to enhance their teaching and research skills.*

1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	10
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
3.2.1	Subject specialisation	10
3.2.2	Research and Publications within the discipline	10
3.2.3	Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.	1
3.4	The specialisations of visiting professors adequately support the programme of study.	1
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	10
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	10
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	10
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	10

3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	10

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

There was no evidence of any visiting academics from other universities being used to assist in the delivery of modules offered in the programme. This is an opportunity to enhance the internationalization of the programme.

Whilst some teacher training is provided to staff and assistance regarding new teaching technologies is given, more could be done in this area.

Please circle one of the following for:

Teaching Staff

*Non-compliant*

*Partially compliant*

*substantially compliant*

**Fully compliant**

#### 4. Students (ESG 1.4, 1.6, 1.7)

##### Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*

- 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.*
- Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- A formal procedure for student appeals is in place.*
- Students are involved in evaluating the teaching staff.*
- Students' mobility is encouraged and supported.*

### Findings

- Recruitment and admission practices for students are consistent, transparent and well publicised. Students receive a useful orientation programme and are made aware of their rights regarding appeal processes and the like. Student performance is well monitored and follow-up action is taken when necessary.*
- Substantial effort is made to track the performance of graduates and a strong alumni network is in place.*
- Special needs of students are taken into consideration and students have the opportunity to provide feedback on the module and teacher performance.*
- Only a very small percentage of students drop out from the programme and it appears that the main reasons for this are financial and due to problems adjusting to study. There are processes in place to minimise the drop out rate.*

### Strengths

- The programme participates in Erasmus+, which enables student exchange.*
- Students were highly satisfied with the services and support that they receive.*
- An international week and career fairs are in place to assist students with international exchanges and to find appropriate graduate positions.*
- The internship programmes enhance the employability of students.*
- Clear student recruitment and admission processes are in place*
- Clear processes are in place to recognise prior learning and to give appropriate credit transfers.*
- There are a wide variety of clubs and activities available to students.*
- Students appreciated the strong links that staff have with industry, which helps students find internships and graduate jobs.*
- Students have good access to staff via regular weekly office hours*

### Areas of improvement and recommendations

- *Despite the availability of clubs and services, it appeared from interviews with students and the representative from the career office that relatively few students take up these opportunities. This needs to be reviewed to determine whether the offering is appropriate or whether other incentives are needed to enhance student utilisation of these services.*
- *Some students indicated that it would be appropriate to have more pre-requisites for modules in place. At the moment, for example, it is possible to undertake third year modules in first year.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	10
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	10



Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Students

*Non-compliant*

*Partially compliant*

*substantially compliant*

**Fully compliant**

## 5. Resources (ESG 1.6)

### Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.*  
*\* Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*  
*Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

### Findings

*Resources across the institution were of a high standard. The teaching rooms, computer labs and wireless network were excellent and the Microsoft Innovation Centre was an asset to the university and the student experience. The library has access to a substantial range of online databases to enhance the student learning experience. The only area that appeared below standard was in the range and currency of books in the library.*

### Strengths

- *As indicated above, the teaching rooms, computer labs and wireless network were of a very high standard.*

Areas of improvement and recommendations

- *Despite the good online access to databases, there is a need to have a larger supply of the latest text books in the library.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	10
5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	10
5.4	The laboratories adequately support the programme.	10
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	10
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	7

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Resources

*Non-compliant*

*Partially compliant*

*substantially compliant*

**Fully compliant**

## 6. Additional for distance learning programmes (ALL ESG)

### Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*

○ *Synopsis*

*Findings*

*Strengths*

*Areas of improvement and recommendations*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	N/A
6.2	The institution safeguards the interaction:	
6.2.1	Among students	N/A
6.2.2	Between students and teaching staff	N/A
6.2.3	Between students and study guides/material of study	N/A
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	N/A
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	N/A
6.5	Student performance monitoring mechanisms are satisfactory.	N/A
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	N/A
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	N/A

6.8	Assessment consistency is ensured.	N/A
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	N/A
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	N/A
6.11	The supporting infrastructures are easily accessible.	N/A
6.12	Students are informed and trained with regards to the available educational infrastructure.	N/A
6.13	Procedures for systematic control and improvement of the supportive services are set.	N/A
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	N/A
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	N/A
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	N/A
6.17	Students' weekly assignments are appropriate for the level of the programme.	N/A
6.18	Feedback on students' assignments is regular through concrete and published procedures.	N/A
6.19	The quality of students' final exams is ensured and evidenced.	N/A
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for distance learning programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## 7. Additional for doctoral programmes (ALL ESG)

### 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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

### Findings

### Strengths

### Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	N/A
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	N/A
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	N/A
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	N/A
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	N/A
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	N/A
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	N/A
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	N/A

**7.13** There is a clear policy on authorship and intellectual property.

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies

Please circle one of the following for:

Additional for doctoral programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

**8. Additional for joint programmes (ALL ESG)**

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*



### Findings

### Strengths

### Areas of improvement and recommendations

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	N/A
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	N/A
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	N/A
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	N/A
8.5	The joint study programme is based on the needs of the target group and of the labour market.	N/A
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	N/A
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	N/A
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	N/A
8.9	The partner universities ensure the economic sustainability of the joint study programme.	N/A
8.10	The degree awarded is justified by:	

8.10.1	The learning outcomes	N/A
8.10.2	The collaboration between/among the institutions delivering the programme	N/A
8.11	The jointness of the programme development is effective.	N/A
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## D. Conclusions and final remarks

### Study programme design, quality assurance and development

The programme is well designed and ensures that objectives and student learning outcomes of the programme are successfully achieved. The mechanisms to ensure the quality of the program including all relevant stakeholders (academic and administrative staff, students, industry) are excellent and represent international best practice.

The number and sequence of pre-requisites should be reconsidered as this would allow students to develop deeper knowledge across the programme. Consideration should also be given to the entry points to the programme. An intake once per year would overcome the potential problems caused by offering modules out of sequence to small cohorts of students.

### Teaching, learning and student assessment

There is a good balance between theory and practice courses including internship opportunities. The didactic approach in class is out-dated and reduces student class engagement. It is recommended, therefore, that more interactive teaching and learning approaches are introduced which should be highly feasible considering the small class-sizes.

Delivery of modules is based on three-hours teaching blocks. These long teaching sessions do little to enhance the learning experience. Consideration should be given to moving away from three-hours teaching blocks.

The assessment formats are biased towards written exams, mostly in multiple-choice format (based on the samples that were seen). More variety in assessment techniques would be of benefit. Based on the low quality of the written assignments reviewed, more training on report writing would be appropriate.

### Teaching Staff

Staff are very well qualified for the roles that they are undertaking and there is a strong research culture amongst them. There is an excellent balance between staff with theoretical and practical backgrounds and guest speakers from industry are used in a number of the modules. There were strong relationships to industry practitioners

In house teacher training is offered but consideration should be given to the introduction of a Graduate Certificate in Tertiary Teaching for all staff teaching into the programme as this becomes the international standard.

There does not appear to be any international collaboration regarding teaching activities. It would be useful to introduce visiting academics from other institutions into the teaching programmes as well as to support staff to spend longer periods at other institutions to enhance their teaching and research skills.

### Students

The student recruitment and admission requirements to the programme of study are based on consistent, transparent and well-publicised regulations which are adhered to in a consistent manner.

Students receive a useful orientation program and guidelines about their rights regarding appeals.

Students have the opportunity to provide feedback on all modules and teacher performance and there are effective control-mechanisms for student performance. As a result, students expressed high satisfaction with the services and support that they receive from the university.

Much is done to monitor the work activities of graduates and there is also a strong alumni network.

The programme's participation in Erasmus+ adds an international appeal to the programme facilitating student and staff exchange.

Employability of students is greatly enhanced as a result of the international week and career fairs that help students connect with the industry. Internships are also invaluable in this area.

### Resources

The resources offered by the university are of a very high standard. Teaching rooms and computer labs were excellent enhancing the student learning experience.

Despite the good online access to databases, the limited range and currency of textbooks in the library makes it necessary to enrich the library further with latest books in the subject area of the programme.

### Summary

The Hospitality and Tourism Management (BA) offered by the European University of Cyprus is a high quality programme that compares well internationally. The staff teaching in the programme are very well qualified, passionate about their areas of expertise, well connected with the industry and their teaching activities are strongly underpinned by research.

The policies and procedures that are in place at EUC help maintain the high quality of the programme and students enrolled in the programme receive a high level of support.

As indicated earlier, the main areas that the evaluation committee believes could be considered to further enhance the programme are:

- Reduce the level of didactic teaching.
- Review the format and marking associated with the assessment.
- Review the length of lectures.
- Introduce a Graduate Certificate in Tertiary Teaching.
- Incorporate international academics as guest lecturers in the programme.

### E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Leo Jago</b>	
<b>Konstantinos Andriotis</b>	
<b>Dagmar Lund-Durlacher</b>	
<b>Olga Charalambous</b>	

Date: 4 June 2019