

Doc. 300.1.1

Date: 05.12.19

External Evaluation Report

- **Higher Education Institution:**
Higher Hotel Institute Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** n/a
- **Department/ Sector:** n/a
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Programme Name

In English:

Hospitality and Tourism Management (3 years,
Higher Diploma)

- **Language(s) 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

This part includes basic information regarding the onsite visit.

The EEC received and reviewed the applications prior to the visit. During the onsite visit other materials were available that provided greater depth and additional information. The visit included presentations, tours of the facilities including the library, classrooms and computer labs, and opportunities to meet with different groups. These meetings consisted of information sharing and questions.

The institution was well prepared for the visit and was open to questioning, with material being provided where requested. The institution should be commended for the amount of work they had undertaken to prepare for the visit, and the quality of the documentation. The EEC were made to feel welcome and the discussions were open and collegiate.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Adele Ladkin	Professor	Bournemouth University, UK
Caroline Scarles	Professor	University of Surrey, UK
Theodoros Stavrinoudis	Associate Professor	University of the Aegean, Greece
Demetris Hajisavvas	Student	Cyprus University of Technology, Cyprus
<i>Name</i>	<i>Position</i>	<i>University</i>
<i>Name</i>	<i>Position</i>	<i>University</i>

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:*
 - standards which are relevant to the European Standards and Guidelines (ESG)*
 - 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*
 - 1 or 2: *Non-compliant*
 - 3: *Partially compliant*
 - 4 or 5: *Compliant*
- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) 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 and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. 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 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, 1.8, 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*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
1.1	Academic oversight of the programme design is ensured.	4
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.	4
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	5
1.3.2	The programme webpage information and material	4
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	4
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	4
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	4
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	Choose mark
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4

1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	3
	1.8.2	The programme's content	4
	1.8.3	The methods of assessment	4
	1.8.4	The teaching material	3
	1.8.5	The equipment	4
	1.8.6	The balance between theory and practice	5
	1.8.7	The research orientation of the programme	4
	1.8.8	The quality of students' assignments	4
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		5
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		3
1.12	New research results are embodied in the content of the programme of study.		3
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		5
1.14	Students' command of the language of instruction is appropriate.		5
1.15	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.		5
1.16	The learning outcomes and the content of the courses are consistent.		5
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		5

1.19	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.	5
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	4
1.21	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.	5
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	5
1.23	The admission requirements are appropriate.	5
1.24	Sufficient information relating to the programme of study is posted publicly.	5
1.25	The teaching methodology is suitable for teaching in higher education.	4

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

1.8.1 - there was an issue with the delivery of all three specialisms within each of the two years of operation with only 2 specialisms running due to student numbers. This resulted in some students enrolling for the programme and then not being able to complete their preferred specialism. Given the limited resources in the current climate, the team may wish to consider reducing the number of specialisms to two until further resource investment is secured.

1.8.4 - aspects of the teaching material (reference lists) are relatively outdated and these could be reviewed.

1.11 - overall, the programme content is appropriate and incorporates a range of issues from sustainability to technology. However, given the reliance on specialist CRSs in particular modules, this could leave the course vulnerable in the current and contemporary environment. This is particularly important with the rise of OTAs and other associated platforms. It is clear that these are included in the programme, however, strengthening this could minimise potential vulnerability going forward.

1.12 - there is limited evidence of this, however, it is not a fundamental requirement of the delivery of this programme.

Provide information on:

1. Employability records

Specific employment data is not available. However, staff have good knowledge of their student and alumni career development and examples were given. We recommend that the institution establishes an alumni network.

2. Pass rate per course/semester

Data were provided for the overall year. This shows a normal distribution. Data was not offered for individual modules, however, we were led to believe that this would have been possible through the student record system.

3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS

This has been achieved

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.

Overall, the programme and supporting courses have been developed through a clear needs analysis in partnership with non-academic, industry stakeholders. Furthermore, the institution has proactively sought support and guidance from the UNWTO and is working towards realising the recommendations as set out in the Reorganisational Study as produced by Professor David Airey. It is clear that there is strong engagement between staff and students enrolled on the programme and that a collegiate and supportive environment is fostered. Students are given several opportunities to engage with both theory and practice throughout their studies.

Strengths

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

- 1) development of programme in line with industry needs based analysis and subsequent ongoing relationships with industry (e.g. guest lectures, careers fayre, study visits, industry placements and such like)
- 2) good balance between theory and practice
- 3) Under the current climate, associated resource constraints and the impact that this has had on staffing, the team should be commended for their resilience and professionalism
- 4) development and offering of a compulsory industrial placement
- 5) there is clear evidence of mechanisms and process for monitoring evaluation of the student experience both formally through student evaluation questionnaires and informally through regular contact and communications with students within the classroom and out of classroom hours

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.

- 1) continued endeavour to realise reorganisational study recommendations and pursuit of appropriate resource and funding to meet these requirements
- 2) while peer review has taken place in the past, this appears to have momentarily stopped and could be reintroduced
- 3) Further development of a refined process of quality assurance in assessment, feedback and progression is recommended across the programme and associated modules. It is clear that there is significant attention paid to each individual module which is to be commended. Nevertheless, improvements could be achieved for oversight and consistency across the programme as a whole. It therefore recommended that the college develops a mechanism for

double marking of final projects, moderation of samples of assignments (including, fails, borderline passes and passes at all levels across each band) between module teaching staff. At present responsibility for oversight sits with only one person

4) ensure effective communication of all assessment and associated deadlines between modules within programmes.

Please tick one of the following for:

Study programme and study programme's design and development

Non-Compliant



Partially Compliant



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.*

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)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	5
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
2.3	There is an adequate policy for regular and effective communication with students.	4
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.	4
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	4

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	3
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	5
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.	3
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	3
2.11	The programme promotes students' research skills and inquiry learning.	4
2.12	Students are adequately trained in the research process.	4

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

Overall, the EEC is satisfied with the performance of the college within teaching, learning and student assessments.

2.6 - There is further clarity required with regard to the marking criteria and associated weightings within each of the assignments. For example, it is clear from the module outlines that there is a breakdown of percentage weightings for each assignment within a module. However, what is not clear is what is being assessed within each of these assignments and the associated marks being awarded for each element of assessment. For example, in an essay how are marks being awarded and for what key elements (e.g. referencing, critical reflection, use of theory, use of practical case studies, etc). From verbal responses, it is clear that these do exist, however, the detail does not appear to be documented for students.

2.8 - while there is the use of technology (powerpoints, computers, moodle), it was clear that the reliability of these was questionable as issues were reported relating to equipment not working.

2.10 - The institution recognises that research activity is limited with only one example of two members of staff being involved in a research project. This is not a priority for the institution at this time and where research does occur with students, this is in relation to a final year project with supporting training in research methods.

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.

Overall, the students are offered a level-appropriate teaching and learning experience. Small classroom sizes ensure on-going and regular communication and feedback with teaching staff. Teaching techniques encourage interactive

learning experiences through a range of formats such as group discussion, role play, games, presentations, and study visits amongst other activities. Overall, working within the resource limitations that exist, the institution achieves a sound learning experience for their students.

Strengths

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

- 1) there is clear passion and dedication from all staff working to deliver the best student experience possible within a situation of limited resources. Evidence of a culture of supported, interactive learning.
- 2) range of opportunities for students to build relationships with industry (e.g. career fayre, industrial placement)
- 3) value gained for students through previous and current work experience of teaching staff

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.

- 1) improve access to library through extending opening hours and range of resources available
- 2) in order to ensure all programmes and courses are delivered, investment in more staff on a full-time basis is required (academic and administrative)
- 3) further develop the content and application of the moodle platform
- 4) develop mechanisms to ensure consistency in marking across the programme
- 5) provide access to broadband and wifi across the campus
- 6) further development of opportunities in relation to erasmus + programme and student mobility
- 7) reconsider the volume of student assessment to avoid over-assessment
- 8) develop a system of effective communication of assessment requirements and deadlines between modules across the programme

Please tick one of the following for:

Teaching, learning and student assessment

Non-Compliant



Partially Compliant



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.*

You may also consider the following questions:

- *How are (novice) 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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3: Partially compliant
- 4 or 5: Compliant

Quality indicators/criteria		1 - 5
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.	1
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	4
3.2.2	Research and publications within the discipline	3
3.2.3	Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	2
3.4	The specialisations of visiting professors adequately support the programme of study.	2
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.	4
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.	1
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	3
3.8	The teaching load allows for the conduct of research and contribution to society.	3
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	4
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.	3
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	3
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

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

Overall, the scoring in this section is reflective of the lack of resource investment in staffing. Consequently, there are very limited numbers of full-time permanent staff and a heavy reliance on part-time, fractional staff. Whilst the

programme currently functions, it is at risk should further investment in staff resources not be realised. This is particularly important in relation to research as staff do not currently have the time available to engage in such activities. In turn, this limits the potential for realising opportunities associated with erasmus+ and visiting professors. A continued overreliance on part-time staff may have implications for quality assurance and continuity of programme delivery and student experience. Staff have limited opportunity for continuing professional development.

Provide information on the following:

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

There is a current imbalance of 8 full-time and 20 part-time staff.

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.

Overall, the teaching staff are qualified to an appropriate level and bring a range of academic and professional experiences to the classroom. There is evidence of collegiality amongst the staff who work hard to deliver the programme with diminishing resources.

Strengths

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

- 1) culture of collegiality and care for students and amongst the teaching team
- 2) staff teach predominantly within their areas of expertise and draw upon experiences of working in industry when engaging with students
- 3) Staff utilise existing relationships with industry to develop further opportunities for students and the wider institution

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.

- 1) opportunities to further support the development of staff within teaching and research with regard to continuous professional development
- 2) opportunity to re-evaluate the existing committee structures to ensure effectiveness and parity in workload allocations
- 3) to be mindful of existing workload commitments of staff and the implications this may have for staff health and well-being

Please tick one of the following for:

Teaching Staff

**Non-
Compliant**

**Partially
Compliant**

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.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

- *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?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
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.	5
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	4
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	3
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	4
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	5

4.9 Students are satisfied with their learning experiences.

3

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

4.4 - there is limited engagement with this currently and efforts to encourage student participation would be welcome.

4.9 - while students indicated a positive learning experience, they expressed dissatisfaction with access to key resources such as restricted library opening hours and consequently, availability of computers located in the library. There were also issues reported with regard to the unreliability of some of the existing technology (e.g. projectors, computers, and printers)

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.

Overall, the students appeared happy and indicated a positive experience

Strengths

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

1) the care undertaken by the staff in supporting students and creating a welcoming and friendly learning environment is to be commended

2) strong exposure to industry through placement, career fayres, guest talks and other industry related events.

3) there is clear welfare and administrative support underpinning the student experience

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.

Much of the areas of improvement relate to the need for improved investment in resources. This has been covered significantly elsewhere in the report. When asked, the students themselves were unable to identify anything in addition to the issues already highlighted above.

Please circle one of the following for:

Students

Non-Compliant



Partially Compliant



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.*

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
5.1	Adequate and modern learning resources are available to the students.	3
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	4
5.4	The laboratories adequately support the programme.	4
5.5	Student welfare services are of high quality.	5
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	4
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	3
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

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

Whilst the physical facilities provided are adequate, the institution needs to be mindful of the effects of wear and tear of these facilities and the effect that this will have on the learning experience of the students. These do not meet the standards experienced at other institutions. There is a distinct lack of larger classrooms with a reliance on non-specialist facilities for the conducting of exams. Please also see previous comments with regard to functionality and availability of current technology.

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.

As indicated earlier in the report, the financial constraints and current situation of the institution have direct implications on resources.

Strengths

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

Recognising the limited resources available within the library to support student learning, the institution has established a collaborative agreement with the University of Cyprus to ensure access to a wide range of electronic resources, including databases and ebooks.

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.

It is clear that there is significant opportunity to build upon the existing programmes and the increase in student enrollments that have been realised in the last two years. Nevertheless, in order to achieve this, there is further investment required in both staffing and supporting resources (principally technology and classroom provision) to ensure that the fundamental infrastructure required for the delivery of successful programmes is not compromised.

Please circle one of the following for:

Resources

Non-Compliant



Partially Compliant



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*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
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.	Choose mark
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	Choose mark
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	Choose mark
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	Choose mark
6.5	The institution safeguards and assesses the interaction:	
6.5.1	Among students	Choose mark
6.5.2	Between students and teaching staff	Choose mark
6.5.3	Between students and study guides/material of study	Choose mark
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	Choose mark
6.7	Research background and experience of the teaching staff is adequate.	Choose mark
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	Choose mark
6.9	Student performance monitoring mechanisms are satisfactory.	Choose mark

6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	Choose mark
6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	Choose mark
6.12	Assessment consistency is ensured.	Choose mark
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	Choose mark
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	Choose mark
6.15	The supporting infrastructures are easily accessible.	Choose mark
6.16	Students are informed and trained with regards to the available educational infrastructure.	Choose mark
6.17	Procedures for systematic control and improvement of the supportive services are set.	Choose mark
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	Choose mark
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	Choose mark
6.20	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.	Choose mark
6.21	Students' weekly assignments are appropriate for the level of the programme.	Choose mark
6.22	Feedback on students' assignments is regular through concrete and published procedures.	Choose mark
6.23	The quality of students' final exams is ensured and evidenced.	Choose mark
6.24	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.	Choose mark

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

Click or tap here to enter text.

Provide information on the following:

1. Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)

Click or tap here to enter text.

2. Student-centered teaching and learning

Click or tap here to enter text.

3. Training, guidance and support provided to the teaching staff

Click or tap here to enter text.

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for distance learning programmes

Non-Compliant



Partially Compliant



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.*

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
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.	Choose mark
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.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

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

Click or tap here to enter text.

Findings

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Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for doctoral programmes

Non-Compliant

Partially Compliant

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.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
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.	Choose mark
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	Choose mark
	8.10.2 The collaboration between/among the institutions delivering the programme	Choose mark

8.11	The jointness of the programme development is effective.	Choose mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark

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

Click or tap here to enter text.

Findings

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Strengths

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Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

Please tick one of the following for:

Additional for joint programmes

Non-Compliant



Partially Compliant



Compliant



Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Overall, the EEC is pleased to commend the performance and structure of the programme of Hospitality and Tourism Management, 3-year higher diploma, and confirms that this is delivered in accordance with the EQF framework.

It is encouraging to see that despite significant resource challenges, the teaching staff and senior team within the institution remains committed to the delivery of engaging programmes for students in partnership with the wider tourism and hospitality industry. This is evident in the work that has been conducted with the UNWTO and the reorganisational study. There is a culture of collegiality that underpins both staff and students. Governance structures are generally sound and support the delivery of the programme. There are clear areas for further improvement as highlighted throughout the document and the supporting recommendations. Much of these pertain to the current limitations of human and physical resources. As indicated in both this report as well as the reorganisational study, there is a clear need for resource investment with regard to learning and teaching facilities, and further development of Governance and quality assurance processes underpinning the assessment and awards process within the institution.

The Higher Diploma has a clear role to play at this level of education in Cyprus and we wish them every success for the future.

D. Signatures of the EEC

Name	Signature
Professor Adele Ladkin	
Professor Caroline Scarles	
Dr Theodoros Stavrinoudis	
Demetrios Hajisavvas	
Click to enter Name	
Click to enter Name	

Date: 05-12-19