

Doc. 300.1.1 **Travel &**

Tourism PAFOS CDA College

Date: 23 July 2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
C.D.A. College
- **Town:** PAFOS
- **School/Faculty (if applicable):** College
- **Department/ Sector:** Travel & Tourism
- **Programme of study- Name (Duration, ECTS, Cycle)**
2 Years, plus an optional foundation year,
diploma (4 semesters/120 ECTS)
In Greek:
ΔΙΟΙΚΗΣΗ ΤΟΥΡΙΣΤΙΚΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ
In English:
TRAVEL & TOURISM ADMINISTRATION
- **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 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Introduction

The External Evaluation Committee (henceforth EEC) examined the documentation of the Diploma programme in Travel & Tourism Administration (2 Years, Plus an Optional Foundation Year, 120 ECTS) offered at the four branches of CDA College (henceforth known as College), located in Nicosia, Larnaca, Limassol and Pafos. The CYQAA official, Mr. George Aletraris, Ms Varvara Georgiou, the CUT student representative and the academic members of the EEC held an initial meeting and discussed the schedule for the day and clarified the documentation on Tuesday 21st of July 2020 via the video conferencing platform Zoom.

Following that, we met with the College's Internal Evaluation Committee where the College Chairman Mr. Athanasios Christoforou presented the College's strategy and standing, where further quality assurance discussions took place. Meetings were also arranged with the academic and administrative staff to better understand their involvement in the delivery, design and support of the Diploma. A meeting with three students (two of whom were from unrelated programmes offered at the College) where feedback in relation to their experience, satisfaction and aspirations were obtained. The EEC viewed videos of the College's four branches to assess the physical and learning resources, classroom infrastructure, computer laboratories, library, and common recreational facilities.

The EEC was notified that CDA Pafos has a total of 19 PCs. Currently, CDA Pafos has a total number of 80 students registered on the Diploma in Travel and Tourism Administration programme (2 Years, Plus an Optional Foundation year, Diploma).

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
MANSFELD Yoel	Full Professor	University of Haifa, Israel
NAPOLI Jocelyne	Associate Professor	University of Toulouse III, Paul Sabatier, France
LIM Wai Mun	Associate Professor	University of Plymouth, UK
GEORGIOU Varvara	Student	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and does not appear to be 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*
 - *attempt to ensure academic integrity and freedom and is vigilant against academic fraud*
 - *appears to guard against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by CDA management and staff and other stakeholders*
 - *benefits from external expertise*
 - *is designed so that it enables smooth student progression*
 - *appears to be designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated*

- *appears to be 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*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *intended learning outcomes*
 - *qualification awarded*
 - *learning opportunities available to the students*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *alumni records.*
- *Staff are involved in providing and analysing information and planning follow-up activities.*

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.

This evaluation is based on the application document submitted by the College and our video conference meetings with the various teams. The Diploma programme in Travel and Tourism Administration targets Cypriots and international (predominantly from India) students with a Secondary School Leaving Certificate or equivalent, aiming to develop a career in the travel and tourism sectors or to progress on to further studies. The programme is positioned as an opportunity for students to prepare for employment and development in Travel and Tourism industries, by equipping students with a range of skills and knowledge.

During the evaluation meeting, the Internal Evaluation Committee of the College provided an overview of the institution in general and an insight into the quality assurance practice for the programme under evaluation. The committee indicates that a College Quality Assurance Mechanisms document has been drawn up and adhered to. The EEC panel was informed that the College has to comply with the law in the submission of a Internal Quality Assurance report every 3 years. It appears that the allocation of teaching is organised efficiently based on widely accepted ECTS-related workload standards. The three students interviewed were satisfied with the College's overall provision. An effective administrative structure supports the competent delivery of student welfare.

There is relevant Travel and Tourism expertise in the teaching team for the programme and appears to have sufficient research output for a vocational programme. It is also evident that several members of staff are Travel and Tourism practitioners with relevant experience. Some members of the teaching team have a good insight of the Tourism and Hospitality industry and they are involved in the industry and other related activities.

From an internal point of view, the College's Internal (Educational) Quality Assurance mechanism has been documented to a satisfactory degree. An internal quality committee meets three times a year to discuss and resolve quality assurance issues. Processes for identifying academic fraud appear to be documented in the College's Quality Assurance policies.

The study programme could be updated with developments in the industry, as its current content and learning objectives do not always align well with each other. Networking with local travel and leisure companies are in place to provide students with employment opportunities.

The documentation provides comprehensive guidance to the programme proposed. The programme follows a traditional and mainstream approach to teaching Travel and Tourism. It offers a portfolio of practical skills and administrative learning with modules in the field of Travel and Tourism. There are twenty-two (22) compulsory modules accounting for 112 ECTS and a choice of language electives (Russian or Greek) in the first two terms, adding up to 8 ECTS.

The three (3) students interviewed by the EEC were long-term residents of Cyprus (specifically Greece, Russia and Sri Lanka) and had expressed their satisfaction from the academic delivery and support services of the College in general.

This programme of study is currently accredited and was last reviewed in 2014. Information in relation to the programme is currently available on the College's website <https://www.cdacollege.com/tta>

Strengths

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

The College has a comprehensive Education Quality Assurance Mechanism document reflecting its internal quality assurance practices. The Diploma in Travel and Tourism Administration includes essential academic and application based modules to help students prepare for the real world. The teaching team has a wealth of relevant travel and tourism experience that could be better highlighted in the programme's promotional literature. Active collaborations with the local travel trade and a well-organised field trip to Malta (as revealed by a student in the meeting) facilitates the enrichment of

the programme; the EEC feels that such opportunities for experiential learning must be sustained and extended.

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.

Minor changes are recommended:

- In accordance to the above ‘Public Information’ standard 1.3, the following information could be made more readily accessible (published) on the College website: (i) selection criteria, (ii) teaching, learning and assessment procedures, (iii) pass rates and (iv) graduate employment information. These information could have been presented in a PDF link titled ‘Analytical Structure Program of Study’, however, it is currently a dead link. It has been further noted that the College’s Alumni web page was last updated in 2018.
- To augment the Internal Quality Assurance policy as mandated by the Ministry of Education, the EEC recommends that minutes of Quality Committee meetings are filed for scrutiny and monitoring purposes.
- To reconsider some of the subject titles to better reflect current trends and demands. For example, Travel Geography, Tourism Information Systems, General Travel Knowledge, Tours and ‘their’ planning. Key contemporary terminologies relevant to the sector should be included: ‘sustainability’, ‘tour/travel experience’, ‘tour/ travel design’, ‘tour/travel dynamics’ etc.
- Curriculum content for Tourism Information Systems must be a lot more contextualised. Marketing for Tourism as a subject should include the consideration of technology in its curriculum.
- While there are ample subjects that assess students’ writing skills, the EEC recommends that referencing skills and academic writing should be integrated within one of these subjects.

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

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



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

Sub-areas

- 2.2 Process of teaching and learning and student-centred teaching methodology
- 2.3 Practical training
- 2.4 Student assessment

2.1 Process of teaching and learning

Standards

- *The teaching staff is using new technology in order to make the teaching process more effective.*
- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes with recorded courses.*
- *Innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities such as the online conference rooms, e.mailing, forum, chat, moodle chat, etc.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *The development of students' general competencies (including digital skills) supported in educational activities are made thanks to different platforms and tools used.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The inclusion of updated practical cases are ensured, theory and practice are interconnected in teaching and learning.*
- *The advisory board contributes to the assessment of learning outcomes together with the academic team*
- *The organization and the content of practical training, support achievement of planned learning outcomes and meet the needs of the stakeholders as most of the lecturers are also practitioners.*
- *Field trips are organized on a regular basis as well as seminars with stakeholders*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
- *Students' assessments correspond to the EQF*

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.

During the EEC's Zoom meeting there was an obvious spirit of teamwork and collegiality among the staff team. They have been working in the College for many years which assure the EEC they informally discuss the classes and are aware of the content of each other's teaching.

Internal monitoring of the programme is done through the Internal College Quality Assurance Committee (cf. p.332- 340- 6687 CDA Nicosia report) by department (cf. p. 342 – 6687 CDA-Nicosia report) which ensures that teaching & resources on the programme is adequate and appropriate. Additionally, the teaching team meets periodically per semester to discuss the teaching and learning experiences of students.

The 2-year programme equips the students with the digital competencies in several ways:

- Through the virtual learning environment of Moodle,
- the computer labs with recent hardware,
- analogue and virtual library
- modules on professional tools for travel & tourism such as Amadeus or Sabre.

Even though Research is not a requirement for a two-year diploma programme, some of the lecturers are involved in it and a newsletter is published once a year with the lecturers' publications.

Strengths

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

Moodle is provided in English for this programme. Learning materials are made available to students via this highly efficient platform and was enhanced recently during the lockdown period of the COVID-19.

Professional practice interaction is supported by the tourism and travel industry partnership with the College. This is a strength given that many of the lecturers have also a solid experience in the field. Collaborations with the local industry associations are essential to the programme giving opportunities for potential engagements were also mentioned during the evaluation meeting.

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.

Minor changes are recommended.

1. Many teaching staff have also an experience in the Air Transport Industry which is an asset for the college, therefore the EEC suggests that the curricula should include a module or a course on Interaction between tourism and air transport.
2. The EEC recommends that the learning programme will be updated in the way of reducing the number of Air fare courses from 4 to 2 and “replaced” those with new courses such as Air Transport and Tourism interfaces and a course on E.tourism.
3. A short profile of the teaching and staff team should be implemented on the college website and on the course packages when applicable.

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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*

- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- Teaching staff studies and publications are closely related to the programme's courses.
- The allocation of teaching hours compared to the time for research activity is appropriate.

You may also consider the following questions:

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

Findings

Findings for 3.1. Teaching staff recruitment and development

- *In the evaluated program, CDA ensures the competence of their teaching staff.*
- *Within CDA's evaluated program, fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff and teaching qualifications are in most cases adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning. We found only one case that needs to be addressed - the course Tourism Geography needs to be taught by a trained geographer*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Recognised visiting lecturers occasionally participate in teaching the study programme.*

Findings for 3.2. Teaching staff number and status

Based on the documentation provided by the College, twelve (12) members of staff are involved in teaching the programme's modules; eight (8) work on a full-time basis delivering 90 periods per week (i.e. 81.08% out of the total 111), while the other four (4) work on a part-time basis delivering 21 periods per week (i.e. 18.92% out of the total 111). As a result, the requirement for special (i.e. part-time) teaching staff to teach less than 30% of the curriculum (in periods per week) is met. Based on the documentation provided by the College, almost all of the members of teaching staff hold

Masters degrees and Bachelors' degrees, and almost half of them (5 out of 12) also hold a Doctorate degree (PhD or DBA).

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

Findings for 3.3. Synergies of teaching and research

- *Only limited staff collaboration in the field of research within the CDA and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *Most of the teaching staff publications are limited to a in-house Journal which is not double blind and peer reviewed.*
- *Being a diploma programme, teaching staff are not required to engage in research. If they do, it is based on their own initiative.*

Strengths

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

- *Almost all teaching staff have strong industry background and experience, thus, can bring their own professional experience to class and share it with students*
- *The majority of teaching staff has at least a Master degree and managerial experience. (It appears that only one instructor from the Nicosia branch holds a diploma certificate only) .*
- *The teaching staff meets at least once a year to exchange and discuss suggested improvements in course curricula.*

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 teaching staff should be encouraged to expose itself individually to similar programs operating overseas through the Erasmus + programs, through exchange, teaching and short-term workshops*
- *The college management is advised to develop an incentive mechanism for teaching staff that invest in ameliorating its teaching capabilities and performances.*
- *The college is advised to re-distribute teaching staff among the different branches in order to reduce commuting time. Doing so will enhance branch identification, branch commitment and more academic exchange with the students.*

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

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

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

Sub-areas

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

4.1 Student admission

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.*

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

Findings

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.

- The College has enrolled both Cypriots and international students in the Diploma programme in Travel and Tourism administration. The objectives set by the College are well communicated for the students' academic progress, counselling, mobility, etc.
- One (1) of the students interviewed by the EEC was a Sri Lankan enrolled in the Travel and Tourism Administration programme; she expressed her satisfaction from the academic delivery and support services of the College. Although, the other two students interviewed by the EEC were enrolled in the Bachelor degree programme, they both expressed their satisfaction from the academic delivery, the support services of the College, and the fact that their expectations about the College meet their standards and needs (the EEC notes that two out of the three students are not enrolled on the programme evaluated and hence could not be specific and reflect on the pros and cons of the evaluated programme).

Strengths

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

- The College has extensive experience in managing different academic and professional programmes. Moreover, the number of students has increased over the last few years and the College is adapting accordingly (recruitment of new academic staff etc.).
- The admission requirements for the study programme are clearly communicated to potential applicants.
- The students' prior preparation/education background is assessed for both Cypriot and international students.

- The College provides students with personalized counselling and other services, especially in the case of international students.
- The College organizes an educational trip to strengthen the employability prospects of its students.
- Personalized assistance is offered to students such as securing accommodation, suggestions for placement, etc.

Areas of improvement and recommendations

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

The EEC would like to make the following minor recommendations/changes:

1. It is essential for the College to ensure a fair recognition of its qualification. This includes periods of study and prior learning, formal and informal learning to ensure student progress and promote international mobility. Also, the EEC recommends some changes to be implemented in the titles of some courses in order to adapt to today's data (e.g. Geography of Tourism, Experience & Design, Air Transport & Tourism Interfaces, etc.)
2. As the College seems to be attracting predominantly international (non-EU) students, it is recommended to consider alternative programmes beyond the Erasmus mobility (such as the US Study Abroad). This should provide more opportunities for international (i.e. non-EU) students as well.
3. It was revealed to the panel during our meeting that students who do not meet the minimum TOEFL/IELTS requirement for entry will be admitted onto the one year foundation programme. It is however unclear what the assessment criteria and grade-to-be-achieved prior to admission onto the evaluated programme. This must be clarified in your documentation.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.5 Teaching and Learning resources
- 5.6 Physical resources
- 5.7 Human support resources
- 5.8 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

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

5.4 Student support

Standards

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

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.

This evaluation is based on the application document submitted by the College, video conference meetings with the various teams and videos of the branches.

The Nicosia campus provides adequate and accessible resources for the delivery of the Diploma in Travel and Tourism Administration programme. The teaching and learning facilities, teaching aids and equipment are adequate and student-friendly and appear to be compliant with the requirements of people with reduced mobility. Human resources are also satisfactory from both an academic and administration point of view.

The EEC notes that the College adopted the Moodle platform for teaching and learning purposes. The teaching team has integrated many of the platform's interactivity functions eg The "Blue Button". This appeared to have been carried out effectively, particularly in light of the Covid19 pandemic.

The Head of Programme has also indicated that the students are trained with the Global Distribution System (GDS) - Amadeus.

Strengths

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

- The various branches of the college are all equipped with the necessary means to deal with multi dimensional student needs
- There appears to be a robust student support system in place as the PR Directors of each branch are responsible for the oversight of student welfare, alumni arrangements, local students admissions and disability students' assistance.

- The College invested in simulation Air Fare Systems such as Amadeus GDS or Sabre which is relevant for such a 2-year Diploma to enhance teaching and 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.

The College informed the EEC that the student to computer ratio is currently 1:1, ideally the EEC recommends 1.2 PC: 1 student for contingency reasons.

Based on the documentation supplied by the CDA management (60 PCs in 2 labs with 150 Diploma TTA students) the EEC could not determine the actual ratio of PCs and student numbers, therefore the EEC urge the management to look into the matter and ensure that at any moment in time, there is no shortage of PCs for students.

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

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

6. Additional for distance learning programmes (ALL ESG)

Sub-areas

- 6.1 Distance learning philosophy and methodology
- 6.2 Distance learning material at the appropriate level according to EQF
- 6.3 Interaction plan and Interactive weekly activities
- 6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *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.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
 - *Simulations in virtual environments*
 - *Problem solving scenarios*
 - *Interactive learning and formative assessment games*
 - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
 - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
 - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*

- *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.*

6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
 - *among students*
 - *between students and teaching staff*
 - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and 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, and students' activities 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*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

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?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Distance learning philosophy and methodology	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

7. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 7.2 Selection criteria and requirements
- 7.3 Proposal and dissertation
- 7.4 Supervision and committees

7.1 Selection criteria and requirements

Standards

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

7.2 Proposal and dissertation

Standards

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

7.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

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Strengths

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

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Areas of improvement and recommendations

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Click or tap here to enter text.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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7	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

8. Additional for joint programmes (ALL ESG)

Sub-areas

- 8.2 Legal framework and cooperation agreement
- 8.3 The joint programme

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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*

8.2 The joint programme

Standards

- *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.*
- *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.*

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.

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Strengths

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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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
8	Legal framework and cooperation agreement	Choose answer
8.2	The joint programme	Choose answer

D. 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.

Generally, the EEC is satisfied with the programme, staff performance, and the physical aspects of the campus. Please bear in mind that the EEC was not actually visiting the premises due to COVID-19 constraint, therefore our comments and recommendations are based only on virtual tours, virtual meetings with the academic, administrative staff, students and others. Being quite an old programme means that CDA has accumulated a lot of experience in running it.

The EEC was also highly satisfied with the level of skills of the academic and administrative staff. Although we managed to detect some drawbacks and weaknesses in the programme, these are considered by the EEC as minor ones and can be easily fixed (all are clearly discussed within the document). We have managed to exchange with the management and the staff team on most of those issues, indicating our recommendations on what and how to improve the College programmes 'performance.

The EEC concludes that the programme evaluated is largely compliant with the required standards within each of the five core foundations discussed in this report. The EEC is of the opinion that its recommendations are minor and feasible in order to enhance both student experience and the quality of the programme.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
MANSFELD Yoel	
NAPOLI Jocelyne	
LIM Wai Mun	
GEORGIΟΥ Varvara	

Date: 23 July 2020