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Date: 03/07/2019

External Evaluation Report

- **Higher education institution:** GLOBAL COLLEGE
- **Town:** NICOSIA
- **Programme of study**
In Greek: Διεύθυνση Φιλοξενίας και Τουρισμού
(4 έτη, 240 ECTS, Bachelor of Arts)
In English: Hospitality and Tourism Management
(4 years, 240 ECTS, Bachelor of Arts)
- **Language of instruction:** English
- **Programme's status**
New programme: YES
Currently operating: NO

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

The External Evaluation Committee (henceforth EEC) studied the documentation of the Bachelor of Arts (BA) in Hospitality & Tourism Management (4 Years, Plus an Optional Foundation Year) to be offered by Global College (henceforth College). Academic members of the EEC held a first meeting and discussed the documentation on Sunday 30th of June 2019 at Landmark Hotel in Nicosia. Following that, academic members of the EEC and Ms. Varvara Georgiou, the CUT student, met with Mr. George Aletraris, the CYQAA official at the premises of the College on Tuesday 2nd of July 2019 in the morning. This meeting was followed by a day visit at the College. While being there, a meeting with the academic management team of the College explained the College’s strategy and standing, the curriculum as well as other issues in further detail. Meetings were also arranged with academic and administrative staff to better understand their involvement in the design of the BA programme. Another meeting with existing students of the College in other fields took place to explore learning experience, student satisfaction and aspirations. Finally, the EEC visited the College’s resources including the library, several different classrooms, wellness laboratory and recreational facilities.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
PAPATHEODOROU, ANDREAS (Chairperson)	Professor	University of the Aegean, Greece
NAPOLI, JOCELYNE (Member)	Associate Professor	University of Toulouse III, France
SEETARAM, NEELU (Member)	Reader	University of Huddersfield, United Kingdom
GEORGIOU, VARVARA (Member)	Student	Cyprus University of Technology

C. Guidelines on content and structure of the report

- *The assessment of study programmes follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*

- (a) standards which are relevant to the European Standards and Guidelines (ESG)
- (b) 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. For each assessment area, the report must include the following:

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.

- In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully 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.
- **The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, the description of the way in which the standards are met (findings, strengths, areas of improvement and recommendations) and the justified scores of the quality indicators (criteria).**
- **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*

Findings

This BA programme in English targets undergraduate students aiming to develop a career in hospitality and tourism. It is positioned as a good opportunity for personal and professional development, through equipping students with knowledge, foreign languages, digital literacy and the skills of operations and management for the hospitality and tourism sectors in Cyprus and abroad. This is expected to support their career development and professional life. The aims and objectives of the programme should, therefore, enable students to develop their skills and increase their career prospects.

During the evaluation meeting, the management team of the College provided an overview of the institution in general and of the BA in Hospitality and Tourism Management in particular. It seems that teaching work is organised efficiently based on widely accepted ECTS-related workload standards; moreover, the interviewed students were satisfied with the provision of the College in the field of Business, which is closely related to Hospitality and Tourism Management. An effective administration structure supports the delivery of the programme. Teaching staff seem enthusiastic about teaching their students. There is adequate tourism and hospitality expertise in the team but limited research output in highly respected tourism and hospitality journals, which is essential to inform the curriculum. It is also evident that several members of staff are tourism and hospitality academic specialists and have relevant background studies. 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.

Quality assurance has been documented from an internal point of view to a satisfactory degree. An internal committee meets regularly to discuss quality assurance issues and intervene when this is deemed appropriate. Academic fraud is taken very seriously by the College especially because of its existing academic franchising agreement with Roehampton University in the United Kingdom; students are required to submit their assignments on the Moodle platform; these are subsequently checked online for plagiarism using Turnitin software. Students involved in plagiarism are then penalized depending on the severity of their misconducts. The new BA in Hospitality and Tourism Management was primarily designed in terms of its learning objectives and contents by the senior academic management team based on consultation with both internal and external stakeholders. Best practices at an international level were also taken into consideration. Teaching members of staff are also expected to become involved in the process at a later stage to take ownership of their modules and effectively deal with any emerging issues.

The study programme is current and consistent with developments in the industry and its content and objectives are in accordance with each other. In fact, the documentation provides a comprehensive and meticulously prepared guidance to the programme proposed. The programme follows a traditional, mainstream but inspiring approach to teaching hospitality and tourism. It offers a portfolio of theoretical business and management knowledge with modules in the areas of tourism and hospitality operations. There are thirty (30) compulsory modules accounting for 180 ECTS and ten (10) elective modules accounting for 60 ECTS. Among the latter, four (4) modules specialize in hospitality and tourism while six (6) relate to general education and business. While the originally submitted documentation was unclear as per the role of electives, it became evident during the presentation of the study programme at the College that these play an important role.

Like other programmes currently offered by the College, the new programme is expected to attract not only Cypriot but also international students interested in hospitality and tourism studies. Two (2) out of the four (4) students interviewed by the EEC were international (and more specifically from India and Nepal) and expressed their satisfaction from the academic delivery and support services of the College.

As this is a new programme of study, the EEC understands that no public information on this is currently available.

Strengths

There is documented industry engagement, placement and professional practice interaction across the programmes offered by the College. This is a strength upon which the new programme can capitalize to help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. Collaborations with the local tourism industry associations can enrich the programme; such opportunities for potential engagement were also mentioned during the evaluation meeting.

Areas of improvement and recommendations

The following minor recommendations/changes are proposed:

With respect to compulsory modules, the study programme offers several modules with limited attempt to customize and contextualize learning to the students interested in hospitality and tourism; this is especially the case with economics and accounting but also statistics. The generic business modules do not include literature relevant to hospitality and tourism. Most textbooks suggested for the modules are appropriate and current; nonetheless, tourism and hospitality academic journal articles are not included in the module outlines. The EEC, therefore, recommends that:

- a) a general-to-specific approach should be followed to improve the logical sequence of modules, e.g. Operations Management (currently in Semester H) should precede Front Office Operations and Restaurant Operations Management (both currently in Semester D);
- b) the provision of hospitality and tourism related modules should be expanded at the expense of language modules ECTS-wise (e.g. German Language I currently in Semester A) unless language training delivery becomes more explicitly specialized in hospitality and tourism oral communication and interaction; moreover, it seems that students are offered Greek Language II in Semester C without having been offered Greek Language I earlier in the programme.
- c) the Statistics module (currently offered in Semester F) should be merged with the Research Methodology to produce two new modules on Research Methodology for Hospitality and Tourism I and II; the former can deal with quantitative aspects while the latter may focus on qualitative analysis;
- d) contextualization in hospitality and tourism should be applied throughout the curriculum;
- e) the Contemporary Issues in Tourism and Hospitality Industry should become a compulsory module (instead of being an elective) to ensure that students of this programme are knowledgeable about the current and possible future trends in the sector.

Moreover, the EEC welcomes the existence of a very wide list of elective modules (even if many of them are of generic business nature jointly offered by other degrees in the College) but is concerned about their sequence in the suggested study programme. In this context, the EEC recommends that both Semester A and B should contain only compulsory modules as students in their first year of study are rather unprepared to extensively choose among a wide selection of electives as currently suggested by the study programme, where four (4) out of the five (5) modules in semester B are electives. The EEC believes that such choice should be offered only in the final year of studies and, therefore, recommends that the offer of modules should be restructured accordingly.

Finally, the EEC suggests that the three (3) Summer Practicum periods should become credit-bearing modules (minimum 12 ECTS) to encourage the students to improve their overall performance. This can be done by introducing a report, which should be submitted by the students after the completion of each of the summer practicum periods and evaluated accordingly by the academic staff.

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	9
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.	10
1.3	Internal Quality Assurance processes safeguard the quality and the fulfilment 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	N/A
1.3.2	The programme webpage information and material	N/A
1.3.3	The procedures for the fulfilment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	9
1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	10

1.4	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	10
1.5	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
1.5.1	The number of courses	10
1.5.2	The programme's content	8
1.5.3	The methods of assessment	8
1.5.4	The teaching material	8
1.5.5	The equipment	10
1.5.6	The balance between theory and practice	10
1.5.7	The research orientation of the programme	7
1.5.8	The quality of students' assignments	N/A
1.6	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	9
1.7	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	9
1.8	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	8
1.9	New research results are embodied in the content of the programme of study.	8
1.10	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	10
1.11	Students' command of the language of instruction is appropriate.	10
1.12	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	8
1.13	The learning outcomes and the content of the courses are consistent.	9
1.14	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
1.15	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	10

1.16	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	N/A
1.17	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	10
1.18	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	10
1.19	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	10
1.20	The admission requirements are appropriate.	10
1.21	Sufficient information relating to the programme of study is posted publicly.	N/A
1.22	The teaching methodology is suitable for teaching in higher education.	10

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

Provide information on:

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

The management team emphasised that their employability records of the College in general are very high as a result of offering courses which are very relevant to the demand of the marketplace. In the documentation of this BA programme, there is strong evidence of the connection with the labour market. The curriculum offers three Summer placements for students capitalising on the fact that Cyprus is in the epicentre of the Mediterranean tourism industry.

It was also mentioned that the pass rates on other taught courses are high.

Assessment in the proposed programme is traditional in terms of a combination of final exams and coursework. As the degree is on management, it is advised that presentation skills should be explicitly evaluated and assessed as much as possible. The number of credits attached to each module is standard.

Please circle one of the following for:

Study programme and study programme's design and development

Substantially Compliant

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

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

Findings

All teaching staff are experienced and excellent in the use of Moodle, the virtual learning environment used at the College. During the EEC's visit there was an obvious spirit of teamwork and collegiality among the staff who assured the EEC that they informally discuss the classes and are aware of the content of each other's teaching. Peer observation of teaching takes place at least once per year. New staff members are mentored by senior staff.

Internal monitoring of the programme is done through the Internal Quality Assurance Committee which ensures that teaching on the programme is adequate and appropriate (See Section 1 of this report for more information). Additionally, the teaching team meets twice per semester to discuss

the teaching and learning experience of students. In these meetings areas of best practices are identified and when necessary, solutions are proposed to any issues that may arise.

The proposed programme equips the students with digital competencies in several ways:

- through the first-year compulsory module, Computer Applications;
- through interact with the Virtual Learning Environment, Moodle; and
- all assignments are submitted electronically using Turnitin, indicating that students are knowledgeable about plagiarism and its consequences.

Students with different abilities are provided with additional support by the teaching staff through regular meetings. These can take place in the staff room. However, an adequate space is available for private meetings as well. The English language tutor provides students with extra help with the language. In addition, students with learning difficulties and other issues have access to a counsellor onsite.

Students will be taught research skills in the final year module, Research Methods (please refer to recommendations on this module in Section 1). The programme does not explicitly provide the opportunity for students to write a research paper. However, on a few modules, the assignment requirements provide the opportunity for research and independent learning. These will be monitored and supervised by the teaching team of the respective module.

Strengths

The EEC would like to commend staff members of the College on dealing with student problems of both academic and personal nature in a professional yet caring manner.

The teaching rooms are well equipped with state-of-the-art facilities as also discussed in section 5 of this report.

Moodle is available in English for this programme. Learning materials are made available to students via this platform on a weekly basis one week in advance. This will assist students with learning difficulties such as dyslexia.

Areas of improvement and recommendations

Minor changes are recommended.

a) More emphasis should be placed on research by developing research-based formative and summative assessments throughout the programme but more specifically in the third and final year of study.

b) Academic journal articles should be included in the list of references to better inform the curriculum about the latest research developments in the fields of hospitality and tourism especially on the third and final year of study.

c) The Research Methods module needs to be assessed by the means of a piece of research for example, a report on a topical issue related to the industry.

d) Learning resources (including electronic subscriptions to academic and professional hospitality and tourism journal databases and books) at the library need improvement as also discussed in section 5 of this report. It is recommended that the College invests in more library resources.

e) Students currently have access to Microsoft Office. It is recommended that the College invests in statistical data analysis software such as SPSS and at least in one simulation programme relevant to Tourism and Hospitality (e.g. Amadeus GDS) to enhance teaching and student experience.

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	10
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	9
2.3	There is an adequate policy for regular and effective communication with students.	9
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.	9
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	9
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	10
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	7
2.10	It is ensured that teaching and learning are continuously enriched by research.	7
2.11	The programme promotes students' research skills and inquiry learning.	8

2.12 Students are adequately trained in the research process.

9

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

Please circle one of the following for:

Teaching, learning and student assessment

Substantially 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.

Findings

Existing staff should be further developed to understand the requirements of the hospitality and tourism industry and contextualise their teaching accordingly. Moreover, Business/Management generalists need to be further trained to understand the hospitality and tourism sector global challenges and incorporate them into their teaching.

Strengths

There are clear procedures in place for the evaluation of teaching and module delivery as discussed in sections 1 and 2 of this report.

Areas of improvement and recommendations

Teaching staff need to become more research active and incentivized to undertake doctoral research and/or publish in international academic journals as indicated in the Association Business Schools (ABS) list. Publications by members of academic staff in the areas of hospitality and tourism

should be actively encouraged by the College. Moreover, teaching within each module could be more explicitly linked to the research conducted by the teaching team.

The programme could consider increasing the number of invited practitioners (e.g. via Erasmus+) to deliver guest lectures and/or sessions.

To strengthen the potential faculty, the programme can enhance scientific collaborations with other faculties within and outside the College. For example, to develop academic partnerships within Erasmus+.

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
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.	9
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	9
3.2.2	Research and Publications within the discipline	7
3.2.3	Experience / training in teaching in higher education	10
3.3	The programme attracts visiting professors of recognized academic standing.	8
3.4	The specialisations of visiting professors adequately support the programme of study.	8
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	10
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	9
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	10
3.8	The teaching load allows for the conduct of research and contribution to society.	8

3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	10
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	10

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

Provide information on the following:

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

The EEC understands that this is the case indeed.

Please circle one of the following for:

Teaching Staff

Substantially 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.
- 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.

Findings

The College has not yet enrolled any students in the BA Hospitality and Tourism Management. The objectives set by the College are well communicated for the students' academic progress, counselling, mobility, etc.

Strengths

The College has extensive experience in managing different academic and professional programmes. Moreover, the number of students has increased substantially over the last few years and the College is adapting accordingly (new premises on the way, recruitment of new academic staff, new stakeholders, 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 services.

Personalized assistance is offered to international students such as arranged pick-up from the airport at arrival, securing accommodation, opening a bank account, facilitating visa procedures, etc.

Areas of improvement and recommendations

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

The Erasmus+ coordinator should encourage student/staff mobility with academic (and not only vocational) institutions.

As this is a newly proposed programme, 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.

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	10

4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	10
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	9
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	10
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	10
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	10
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	10
4.9	Students are satisfied with their learning experiences.	10
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Students

Fully Compliant

5. Resources (ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*

* *Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*

Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings

In general, the College provides adequate and readily accessible resources for the conduct of the new BA programme. The teaching and learning facilities, aids and equipment are modern and student friendly but also compliant with the requirements of people with reduced mobility. Human resources are also satisfactory from both an academic and administration point of view (as discussed earlier). Physical expansion plans of the College (i.e. the construction of a new five-storey building adjacent to the current one) based primarily on own-funding also suggest that the College is financially robust and can sustainably continue its operations in the forthcoming future.

Strengths

Interviewed academic and administration staff were enthusiastic and supportive of the College. They all argued that the College has substantially improved the quality of its provision over the last five years both academically and physically (i.e. in terms of infrastructure) thus substantially raising the overall level of student experience.

Areas of improvement and recommendations

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

In particular, the EEC believes that there is room for improvement with respect to the availability of library resources. At present, the list of books in hospitality and tourism in physical form is rather limited. Moreover, the College does not seem to subscribe to major electronic publishers or reputable academic journals in hospitality and tourism such as Elsevier (Science Direct), Sage and Taylor & Francis (Routledge). To their credit, however, the management team responded positively to this concern when raised by the EEC during the evaluation meeting, arguing that the College will take all necessary actions to swiftly address this issue based on similar undertakings they had to secure collaboration with Roehampton University.

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9

5.2	The library includes the latest books and material that support the programme.	7
5.3	The library loan system facilitates students' studies.	10
5.4	The laboratories adequately support the programme.	9
5.5	Student welfare services are of high quality.	10
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	10
5.7	Suitable books and reputable journals support the programme of study.	7
5.8	An internal communication platform supports the programme of study.	10
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	10
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	7
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	8

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

Please circle one of the following for:

Resources

Substantially Compliant

6. Additional for distance learning programmes (ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*

- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
 - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
 - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
 - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
 - *Self-assessment exercises and self-correction guide*
 - *Bibliographic references and suggestions for further study*
 - *Number of assignments/papers and their topics, along with instructions and additional study material*
 - *Synopsis*

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	N/A
6.2	The institution safeguards the interaction:	

	6.2.1	Among students	N/A
	6.2.2	Between students and teaching staff	N/A
	6.2.3	Between students and study guides/material of study	N/A
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.		N/A
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.		N/A
6.5	Student performance monitoring mechanisms are satisfactory.		N/A
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.		N/A
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.		N/A
6.8	Assessment consistency is ensured.		N/A
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.		N/A
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.		N/A
6.11	The supporting infrastructures are easily accessible.		N/A
6.12	Students are informed and trained with regards to the available educational infrastructure.		N/A
6.13	Procedures for systematic control and improvement of the supportive services are set.		N/A
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.		N/A
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.		N/A
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.		N/A
6.17	Students' weekly assignments are appropriate for the level of the programme.		N/A
6.18	Feedback on students' assignments is regular through concrete and published procedures.		N/A

6.19	The quality of students' final exams is ensured and evidenced.	N/A
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	N/A

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

Please circle one of the following for:

Additional for distance learning programmes

N/A

7. Additional for doctoral programmes (ALL ESG)

Standards

- Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.
- The following requirements of the doctoral degree programme are analysed and published:
 - the stages of completion
 - the minimum and maximum time of completing the programme
 - the examinations
 - the procedures for supporting and accepting the student's proposal
 - the criteria for obtaining the Ph.D. degree
- Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:
 - the chapters that are contained
 - the system used for the presentation of each chapter, sub-chapters and bibliography
 - the minimum word limit
 - the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation
- There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.
- The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.
- The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.
- The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:
 - regular meetings
 - reports per semester and feedback from supervisors

- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.
- The process of submitting the dissertation to the university library is set.

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	N/A
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	N/A
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	N/A

7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	N/A
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	N/A
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	N/A
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	N/A
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	N/A
7.13	There is a clear policy on authorship and intellectual property.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Please circle one of the following for:

Additional for doctoral programmes

N/A

8. Additional for joint programmes (ALL ESG)

Standards

- The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.
- The partner universities apply joint internal quality assurance processes.
- The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.
- The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:
 - Denomination of the degree(s) awarded in the programme
 - Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students
 - Admission and selection procedures for students
 - Mobility of students and teaching staff

- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures
- Handling of different semester periods, if existent
- Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.
- Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.

Findings

N/A

Strengths

N/A

Areas of improvement and recommendations

N/A

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

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	N/A
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	N/A
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	N/A
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	N/A
8.5	The joint study programme is based on the needs of the target group and of the labour market.	N/A
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	N/A

8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.		N/A
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.		N/A
8.9	The partner universities ensure the economic sustainability of the joint study programme.		N/A
8.10	The degree awarded is justified by:		N/A
	8.10.1	The learning outcomes	N/A
	8.10.2	The collaboration between/among the institutions delivering the programme	N/A
8.11	The jointness of the programme development is effective.		N/A
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.		N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.			

Please circle one of the following for:

Additional for joint programmes

N/A

D. Conclusions and Final Remarks

In conclusion, this BA programme aims to provide students with an in-depth understanding of issues associated with management and organisational aspects of hospitality and tourism together with basic principles that support the industry. More specifically, it aims to guide the student to a professional area that would be appealing to him/her as a future career; to equip graduates with a solid academic, technological, and intellectual background for academic and/or career advancements; to provide students with a solid foundation of management skills, marketing and sales, human resource management, finance, operations, information technology, and to help students develop their critical thinking and refine their analytical and decision-making skills. The learning outcomes of the individual modules are well-structured and balanced. Nonetheless, some of the generic business modules often overlook the specific context and requirements of the tourism and hospitality sectors and, therefore, do not provide sufficient contextualized knowledge. The

modules list of references should also include journal articles with contemporary methodologies and topics. In this context, the College library should also invest in acquiring the necessary electronic and other resources.

There is sufficient information to gain a comprehensive picture of the assessment strategy. Assessment appears traditional - in most cases, there is a mid-term assessment and a final exam. There is no explicit reference to group work strategy. There is no mention of any advanced assessment methodologies or pedagogic strategies. The number of credits attached to each module is standard. There is some evidence of relevant research activity or culture among the involved members of academic staff, who are engaged in research activities with modest publication or other related outputs. In fact, academic staff should become more research active and publish in international academic journals as indicated in the Association Business Schools (ABS) list. Publications by members of academic staff in the areas of hospitality and tourism should be actively encouraged by the College to better inform the curriculum and contextualise teaching accordingly.

Having the above in mind, the EEC believes that the programme is overall substantially compliant with the required standards in each of the pillars discussed in the report. The EEC recommendations are meant to be constructive and set the fundamentals to make the programme fully compliant with minor amendments/changes. Moreover, they should not prove difficult for the College to implement if swift and genuine efforts are undertaken.

D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
PAPATHEODOROU, ANDREAS	
NAPOLI, JOCELYNE	
SEETARAM, NEELU	
GEORGIU, VARVARA	

Date: 03/07/2019