Doc. 300.1.2

Higher Education Institution's Response

Date: 01/03/2021

- **Higher Education Institution:**
  American College

- **Town:** Nicosia

- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Πτυχίο στη Διοίκηση Ξενοδοχείου, 4 Έτη, 240 ECTS

  In English:

  Bachelor Degree in Hotel Management, 4 years, 240 ECTS

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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We have studied the report of the External Evaluation Committee (EEC) consisted of Prof. Carlos Costa, Assoc. Prof. Andreas Papatheodorou and Assoc. Prof. Wai Mun Lim regarding the educational evaluation-accreditation of the Bachelor Degree in Hotel Management carefully and thoroughly. We find that their report is objective and very positive. Below we provide our response to all the recommendations for revisions/improvements noted in the EEC report. In addition, we refer to issues we felt they needed us to provide clarifications or further information. The revisions/improvements we made, have already been implemented and they are fully documented below and in the appendices provided.

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

EEC - Findings:

While one of the programme's Intended Learning Outcomes was for students to acquire 'training experience', the EEC learns that it is not mandatory for students to undertake internships and placements.

The Bachelor's Degree in Hotel Management has two technology-based modules, CSC102 Computer Applications and CSC203 Managing Information Systems where both are listed as electives. Critically, there are no further digital/ technology based modules that reflect the latest operational trends of the hotel sector.

The College has submitted a Quality Assurance Annex 4b as part of the application document, however it is unclear if this document is adopted by the College as guidelines/policy for the quality assurance of the programme.

Information in relation to the Bachelor's Degree program is currently available on the College's website, where the Programme Goals and Courses are identical to the Diploma programme.

American College's Response:

As it is not mandatory for students to undertake internships and placements (because the current law cannot support this), we have removed the following objective "To offer training within the hospitality industry providing students with the opportunity to integrate their academic skills with substantive work experience", and we have also removed the following "training experience within the hospitality industry putting theory into practice", from the Intended Learning Outcomes (see Annex 5). The changes will be published in our website upon approval of the Program, according to CYQAA regulations.

Based on the suggestions of the EEC we have incorporated current trends and other contemporary technological issues in the Hospitality industry in various current modules in the programs of study. More specifically we have added the following:

- Point of sale technology (account settlement) – In week 7 of HOT104 (Food and Beverage Service)
- Sales and catering systems – In week 11 of HOT104 (Food and Beverage Service)
- Property management systems (reservation, rooms management) – In week 4 of HOT102 (Front Office Operations)
- Call accounting systems, electronic locking systems, auxiliary guest services – In week 6 of HOT102 (Front Office Operations)

- Guest accounting: front office audit – In week 9 of HOT102 (Front Office Operations)
- Account settlement – In week 10 of HOT102 (Front Office Operations)
- Catering software – In week 10 of HOT202 (Conference and Banqueting Operations)
- Guest operated Devises (in-room entertainment systems, in-room vending systems) – In week 5 of HOT205 (Housekeeping Management)
- Rooms Management: housekeeping functions – In week 7 of HOT205 (Housekeeping Management)
- Rooms Management: generation of reports – In week 9 of HOT205 (Housekeeping Management)
- Multidimensional databases: customer relationship management – In week 1 of HOT301 (Hospitality Marketing)
- E-Commerce (electronic distribution, social networking, internal marketing, enterprise systems, website development) - In week 10 of HOT301 (Hospitality Marketing)
- Sales office automation (group guestroom sales, function room sales, sales filing systems, sales performance reports)– In week 11 of HOT301 (Hospitality Marketing)
- Automated beverage system reports – In week 9 of HOT302 (Food and Beverage Management)
- POS software (frequent diner applications, gift cards) – In week 10 of HOT302 (Food and Beverage Management)
- Sales analysis – In week 10 of HOT302 (Food and Beverage Management)
- Purchasing module – In week 3 of HOT303 (Food and Beverage Controls)
- Inventory module – In week 4 of HOT303 (Food and Beverage Controls)
- Automated beverage control systems – In week 5 of HOT303 (Food and Beverage Controls)
- Recipe management – In week 3 of HOT304 (Menu Planning)
- Menu management – In week 5 of HOT304 (Menu Planning)
- Menu item pricing – In week 4 of HOT304 (Menu Planning)
- Rooms Management (Room status, Room and Rate assignment, guest data, generation of reports) - In week 4 of HOT305 (Control of Accommodation Operations)
- Revenue management software – In week 9 of HOT305 (Control of Accommodation Operations)
- POS software (labour master file) – In week 6 of HOT401 (Hospitality Human Resource Management)
- Payroll module and labour scheduling applications – In week 6 of HOT401 (Hospitality Human Resource Management)
- Energy management systems – In week 3 of HOT403 (Hospitality Maintenance Management)

We believe incorporating the above is a more comprehensive approach instead of one or two separate courses, and it will also help students better understand and conceive how technologies relates to the various aspects of the Hospitality Industry. The revised syllabuses related to the above are found in Annex 1.

Annex 2 policies and procedures are fully applied. Annex 2 provides a specific list of instructions to ensure that quality standards are met in all academic areas, with specific emphasis on the Development and approval of a new program of study, on Monitoring of the quality of the education offered, on Reviewing, evaluating and revising existing programs of study, or in the case of Discontinuing an existing program of study. In Annex 9 you can find a sample of the Quality

Assurance Committee Meeting minutes justifying the application of the policies and procedures described in Annex 2.

The information (Goal, Outcomes, Courses) in relation to the Diploma program available on the College's website, have been separated and differentiated from the ones of the Bachelor's Degree programme. You may visit https://www.ac.ac.cy/easyconsole.cfm/id/917 to verify this. However, the revised Aims and Objectives and Intended Learning Outcomse will be updated on the Website upon approval of the Program following CYQAA regulations.

EEC – Areas of Improvement and Recommendations:

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) teaching, learning and assessment procedures, (ii) pass rates and (iii) graduate employment information.

As the College's Alumni Association is established, it would advance the College's interest to publicise this positive initiative on its website and documented accordingly.

To augment the policy for Quality Assurance policy of the Bachelor Degree in Hotel Management programme as mandated by the Ministry of Education of Cyprus, the EEC recommends that the College should compile a Student Handbook and a Faculty Handbook to support students and the teaching staff respectively, in taking responsibility in quality assurance.

As the Review and Evaluation of programme is conducted every 2 years via a programme co-ordinator's report (as stated in Page 350 of the application document), the EEC recommends that these forms are collated and monitored at Academic Committee and Quality Assurance meetings, and minuted accordingly.

To add or replace the current modules CSC102 'Computer Applications' and CSC203 'Managing Information Systems) with modules that reflect current trends and demands. For example, Hospitality Technologies, Digital Marketing for Hospitality.

The College should ensure that curriculum content for some of the Business Core Requirements becomes a lot more contextualised. For example, in Accounting, Entrepreneurship, Economics.

The College should consider adding moderation and or second marking to assignments and examinations. This would not only support the quality assurance of a module/programme but helps to safeguards academic integrity.

The College should remove or rephrase the programme goal (on the website) and Intended Learning Outcome (in documentation) to 'Acquire supervisory and managerial level training experience within the hospitality industry', as there is no mandatory internship or placement module that is credit bearing.

As the Intended Learning Outcomes and Programme purpose and objectives/goals are slightly different, the EEC recommends that the College considers differentiating the Bachelor Degree in Hotel Management and Diploma in Hotel Management programmes on its website (public information).

American College's Response:

In accord with the EEC suggestions to make 'public information' readily accessible, we have added the following on the College website: 'Teaching, learning and assessment procedures', 'pass rates',

and 'employment information'. These are accessed at https://www.ac.ac.cy/en/academic-affairs/teaching--learning-and-assessment-procedures-and-pass-rates.

Relevant information about the College alumni association was also added to the College website, as the EEC suggested. Information about Alumni is found at https://www.ac.ac.cy/en/current-students/alumni-association.

The College already has a Student Handbook and a Faculty Handbook in place, which include numerous information and guidance about procedures, policies, and other organizational matters. Nevertheless, to conform with the EEC comments, information for the Quality Assurance Policy of the College are added in both Handbooks, to further support students and faculty respectively. The revised Student Orientation Handbook is found in Annex 3 (page 14), and the revised Organization, Administration and Faculty Handbook is found in Annex 4 (Section 2.6.11, page 32).

Currently, the program review reports are collated and monitored by the Academic Committee, and then are submitted to the Quality Assurance Committee, were these are discussed and minute. Conforming to the EEC recommendations, effected immediately, in the case of Reviewing and Evaluating programs of study, join meetings will be held between the Academic Committee and the Quality Assurance Committee; in this way all committee members will be aware of the process and at the same time both to contribute to the best outcome. This amended procedure is found in Annex 2 (Revised Quality Assurance).

Based on the suggestions of the EEC we have incorporated current trends and other contemporary technological issues in the Hospitality industry in various current modules in the programs of study, as seen above in Section 1. We believe incorporating the above is a more comprehensive approach instead of one or two separate courses, and it will also help students better understand and conceive how technologies relates to the various aspects of the Hospitality Industry. The revised syllabuses related to the above are found in Annex 1.

To further ensure that curriculum content for some Business Core Requirements becomes more contextualised it was decided that faculty members will tailor assignments, projects and class group cases according to the area of concentration of students. One example is to assign a project in the area of Hospitality to Hospitality students, and a project in the area of Retailing for Business students, in the context of Entrepreneurship.

It was decided to implement sample second marking and moderation to students' examinations in both undergraduate and postgraduate levels, to verify that the marks are appropriate and consistent, according to the suggestions of the EEC. This practice is implemented immediately, starting from Spring 2021 semester (see Annex 10).

As it is not mandatory for students to undertake internships and placements, we have removed the following objective "To offer training within the hospitality industry providing students with the opportunity to integrate their academic skills with substantive work experience", and we have also removed the following "Acquire supervisory and managerial level training experience within the hospitality industry", from the Intended Learning Outcomes. The changes will be made on the website upon approval of the Program, according to CYQAA regulations.

The information (Goal, Outcomes, Courses) in relation to the Bachelor's Degree program available on the College's website, have been separated and differentiated from the ones of the Diploma programme.

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

EEC - Findings:

Nonetheless, the EEC is slightly concerned about the structure of the curriculum from a teaching and learning point-of-view. This concern arises from the fact that the various modules in American College are offered to mixed audiences, i.e. students reading for the BA in Hotel Management are not offered modules specifically dedicated to them but have to attend modules/classes, which are simultaneously offered to students reading for the Diploma in Hotel Management but also for other business-related programmes.

The College's management team argued that the lecturers can provide sufficient contextualization based on the specific interests/specialization of their student audience – nonetheless, the EEC believes that several generic business modules should be designed to become sector-specific and offered solely to Hotel Management students to advance the student experience. Moreover, it is important to structure the curriculum in a concrete way as providing too much flexibility and choice may end up becoming a disadvantage for young, international students who are usually in need of solid orientation and guidance.

Students are provided with opportunities to undertake an industrial placement during their period of study. This is usually done in collaboration with hotels in Cyprus, which gives students the opportunity to gain first-hand experience in the industry. Nonetheless, the industrial placement is not a credit-bearing module thus students may not be sufficiently incentivized to perform well in it. According to the College's management team, the rationale behind not having a credit-bearing placement-related module was that not all students may qualify and/or be able to secure a placement during their studies because e.g. of work-permit issues. The EEC, however, strongly believes that adding a credit-bearing placement-related module would be of added value to the programme; if for some reason, students are unable to undertake the placement, then they can be exempted and granted the opportunity to take another module instead.

Second/double marking of assignments is not a standard practice at American College but is applied only when students formally complain about their marks. Judging, however, from the responses provided by the interviewed students to the EEC questions, the level of such complaints seems to be rather low. Plagiarism software is used to detect academic dishonesty, which is penalized accordingly.

American College's Response:

To ensure that curriculum content for some Business Core Requirements becomes more contextualised it was decided that faculty members will tailor assignments, projects and class group cases according to the area of concentration of students. One example is to assign a project in the area of Hospitality to Hospitality students, and a project in the area of Retailing for Business students, in the context of Entrepreneurship. Furthermore, to ensure that the curriculum is built in a concrete way as to provide both flexibility and choice, we have revised the Courses Offered Structure by defining both Compulsory and Optional Courses, in all the main three categories (General Education Requirements, Business Core Requirements, and Major Requirements). The revised curriculum is found in Annex 5.

In line with the suggestions of the EEC for an optional credit-bearing placement-related module, we have added "MAJ101 Internship" in the program's curriculum. "MAJ101 Internship" is an optional

internship program that concerns the industry placement of American College students so to gain first-hand experience in a real working environment. In Annex 6a we enclose the module's Syllabus entitled "MAJ101 Internship" together with all necessary documents describing the methodology, eligibility criteria and procedure for organized internships and related forms (Annexes 6b-6e).

As already stated in Section 1, effective immediately, American College will implement sample second marking according to the suggestions of the EEC (Annex 10).

EEC – Areas of Improvement and Recommendations:

The curriculum should be structured in a more concrete manner to provide young, international students with better orientation and guidance.

Several generic modules should be redesigned to become hotel-sector specific and be offered solely to Hotel Management students

Placement should become associated with a credit-bearing module to incentivize students accordingly.

A College such as American with relatively small student cohorts would benefit from pedagogical principles such as Problem-Based Learning where the students are taught to take greater control of their learning and steer the process in smaller groups. Student-centred learning requires the student to be in the central focus of the learning process.

On these grounds, the EEC would recommend explicit actions by American College to include clear strategies to develop the competencies mentioned above in the learning outcomes. Practice sessions in a Professional Development seminar for all students can resolve this issue through coaching. Assessment tools such as Empowerment Principles, Learning Styles, Personality, and Behavioural Coaching would also prove of great added value. Moreover, a clear indication of assessment method suited for assessing practical skills development is needed.

American College's Response:

The curriculum's structure has been revised in a more concrete manner thus to provide better orientation and guidance, and at the same time to offer flexibility. Compulsory and Optional Courses, in all the three main categories (General Education Requirements, Business Core Requirements, and Major Requirements) were defined. The revised curriculum is found in Annex 5.

In line with the suggestions of the EEC for an optional credit-bearing placement-related module, we have added "MAJ101 Internship" in the program's curriculum. "MAJ101 Internship" is an optional internship program that concerns the industry placement of American College students so to gain first-hand experience in a real working environment. In Annex 6a we enclose the module's Syllabus entitled "MAJ101 Internship" together with all necessary documents describing the methodology, eligibility criteria and procedure for organized internships and related forms (Annexes 6b-6e).

American College has scheduled training, practical and coaching sessions for students to enhance their skills and competencies. These scheduled workshops are the following:

1. Time Management Skills – Presenter: Dr. C. Iacovou (Completed: 4 February 2021)

2. Public Speaking and making Presentations - Presenter: Mr. M. Charalambous (Mar 2021)

3. The Literature Review; A Step-by-Step Guide - Presenter: Dr. C. Tsolaki (Apr 2021)

4. Analysing your Data and Drawing Implications - Presenter: Dr. C. Louca (May 2021)

5. CV Development and Interviewing Skills - Presenter: Mr. M. Charalambous (Jun 2021)

3. Teaching Staff
(ESG 1.5)

EEC - Findings:

Some Innovative teaching technologies have been introduced namely because they have been pushed ahead as a result of the COVID-19 pandemic. However, more has to be done in the area since innovation cannot be seen just by the increasing number of online sessions.

The EEC made reference to the need of creating a research center with a well identified research policy, research targets, outputs, and budget to achieve the research objectives.

Links between research and teaching are not clearly established. It is not enough to use the staff's publication in the Programme. Clearer links should be set up in order to optimize synergies between the two areas.

A more professional research policy and clearer ways of linking teaching and research should be brought into the Programme

American College's Response:

Various teaching methods and educational activities that we already use at the college are the following: Lectures, power point presentations (offline and online teaching), problem solving, class discussion, group work, role play, personal assignment, case study discussion, simulation exercises (front office management training), article discussion, group projects project presentations and CD – ROM exercises. In addition, we utilize class practical trainings (first aid), practical trainings in laboratories (food and beverage and culinary classes), (menu planning and food and beverage controls), social media integrations in class, guest speakers, and field trips. Starting from the current semester, one of the teaching techniques that we are utilizing further is the learning through argumentation that is with open-ended questions, active response, reasoning and points of interest to generate more explanations. Another teaching technique that we have adopted is the formative assessment to provide immediate feedback, understanding and evaluation before the end of a taught material. This promotes active learning in between the lessons. Moreover, we are creating learning stations by splitting the students and by rotating them as we consider this an effective learning technique. Stations could for instance contain either listening to a lecture, watching video, reading an article, or completing an exercise or puzzle. Then, we conclude with a class discussion or allocate questions to students. Furthermore, other teaching technique we have adopted is experiential learning which will allow students to comprehend theory and academic content and how the taught content is applied to real-life experiences. Students under the guidance of their professor further question each other on areas of further concern. Moreover, we are applying the interdisciplinary teaching technique to inspire students to combine their familiarity from diverse taught courses. This cultivates their creative and critical thinking skills while extracting material from a variety of academic areas to assist students to deal with practical problems. Additionally, we apply the blended learning technique that combines classroom instructions with online learning resources and content and related software to deeper grasp the essence of that communicated material.

American College, underpins its mission by meeting the objective, among others, of promoting and supporting research, academic freedom and faculty development. Research is an integral part of American College's mission and organizational culture. Thus, we have already established the AC Research Center, with the mission "to promote internationally recognized research, to create new knowledge in the areas of Tourism, Humanities, Management, Social and Applied Sciences as well

as to promote the interaction between academic research and the industry locally and internationally". More information regarding the Research Center are found in Annex 7.

Our objective of linking research with teaching is achieved through the following:

a. Teaching and learning are supported and enlightened by relevant recent research outcomes and literature, which are incorporated in the course outline of each course. The Director of Academic Affairs, ensures that the course outlines are adequately enriched with further reading from the relevant literature published in peer reviewed international academic journals.

b. Faculty members do research in the areas of their teaching and the outcomes of their research, are incorporated in the content of the relevant courses taught in the program of study.

c. Faculty members bring their research expertise in class and share their research outcomes with the students. Also, the students through their program of study, receive the necessary research training and acquire the necessary knowledge related to the theoretical background, the research approaches, the methodologies and the research strategies. Students, acquire the conceptual skills as well as the technical and problem solving skills, that enable them to synthesize and apply knowledge, conduct research in studying a given issue, gather data, analyse data, appropriately present and analyse findings, draw conclusions and propose solutions to problems that the business, the industry or the government are facing.

d. It is the policy of the college, to satisfy the research needs of the program of study, including appropriate and necessary facilities and equipment such as laboratories, library, electronic library, offices, computers, printers and consumables which are accessible to both faculty members and students.

e. The strategy established for developing synergy between research and teaching, enhances the contribution of students, faculty members and administrative personnel in research activities as well as in supporting research. There is a continuously developing participation of students and faculty members of the program of study in research activities and projects. In the majority of the courses taught in the program of study, students carry out a research project as part of their course work.

Concluding, the research activity of the faculty members and the students is supported and promoted by the College Administration and the research policy of the College. The strategy applied to achieve synergy between research and teaching, entails the application of improved teaching methodologies, that deeply study and analyze the content of the syllabus, relate the topics studied to literature and to the existed research outcomes of the faculty members. Also, the students are involved in research within the framework of a specified research project given by the instructor of each course, in order for the students to acquire fostered knowledge derived from the theoretical or empirical research activity carried out.

There are mechanisms in place that motivate faculty members to be more research and teaching oriented, thus maintaining the synergy between research and teaching. The management and the monitoring of research activity as well as the internal funded policy, maintain the advancement in research. By assessing the research productivity of faculty members through the research evaluation system which is in place, by enhancing collaborations with the production sector as well as with other academic institutions, by adequately involving students in research, and by relating the content of the course syllabus to research outcomes, as well as in applying the taught knowledge in research, it is guaranteed that the synergy between teaching and research achieved, is sustained.

We strongly believe that the established American College Research Centre will enhance even more the contribution of the existed mechanisms in achieving synergy between research and teaching and will further foster the research culture of our college.

EEC – Areas of Improvement and Recommendations:

The College should be more innovative in terms of teaching methods.

The College should create formally a Research Centre with an identified scientific plan containing details about objectives, outputs, and allocation of resources.

The College should set up a plan explaining more clearly how tourism research may be linked to improve the quality of the taught programme.

American College's Response:

We have already established the AC Research Center, with the mission "to promote internationally recognized research, to create new knowledge in the areas of Tourism, Humanities, Management, Social and Applied Sciences as well as to promote the interaction between academic research and the industry locally and internationally". More information regarding the Research Center are found in Annex 7.

Various methods promoting innovation and creativity in teaching are introduced in our College's teaching methodologies. Some of these methods suggested above in point 1.3, are argumentation, formative assessment, learning stations, experiential learning and blended learning.

Points *a - e* above explain in detail how research is linked research in order to optimize synergies between the two areas.

4. Students
(ESG 1.4, 1.6, 1.7)

EEC - Findings:

Admission criteria and processes are in place and appear to be transparent and appropriate. Interestingly, the same admission criteria apply for both the Diploma and the BA programme in Hotel Management. Given that the two degrees are of different levels; American College may think about differentiating the admission criteria considering of course government regulations. Nonetheless, the EEC understands that at present all modules are simultaneously open to both Diploma and BA in Hotel Management programme; thus, a possible differentiation of admission criteria should also take this into account.

Holders of a Bachelor's in Hotel Management from American College can continue their studies at a Master's level either in American College or elsewhere. Moreover, students from other institutions can transfer their credits into American College based on a standardized academic procedure. Prior work experience can also be recognized and lead to an exemption/waiver of up to three (3) modules corresponding to eighteen (18) ECTS.

American College's Response:

Admission criteria for both Diploma and Bachelor are in accord with the Ministry of Education and CYQAA policies and regulations. Further, the students entering Diploma and Bachelor degrees are of the same profile; hence, we strongly believe the admission criteria must be the same.

It is possible to earn credits from learning achieved outside of a formal learning environment, for example learning gained as part of work experience, volunteer work, or as part of a training course for which students have not received any formal qualification. Informal learning is about skills, knowledge and competences acquired through such activities. Credits are given for the learning or achievements accomplished through such informal learning activities rather than the activities themselves. A portfolio must be submitted documenting that such learning was accomplished. Transfer of credits is made on the basis of the existing legislation (at the moment it is 10% of a program's total ECTS).

EEC – Areas of Improvement and Recommendations:

The EEC would like to propose that the College should consider differentiating admission criteria between the Diploma and the BA Programme in Hotel Management.

American College's Response:

Admission criteria for both Diploma and Bachelor are in accord with the Ministry of Education and CYQAA policies and regulations. Further, the students entering Diploma and Bachelor degrees are of the same profile; hence, we strongly believe the admission criteria must be the same.

5. Resources
(ESG 1.6)

EEC - Findings:

The methods of teaching follow international standards. The College should improve student-centred learning and flexible modes of learning and teaching. In nowadays' world, and bearing in mind an increasingly volatile and changing society, such methods may prepare students better for the future.

The library also offers good conditions, but it is recommended that more books on hospitality & tourism should be acquired by the college. Also, the College should buy the database of the United Nations World Tourism Organization (UNWTO) in order to facilitate the access to the tourism information. This information will also be important to support the expansion and qualification of the research centre.

Even if the teaching methodologies include modern approaches (electronic platforms, power points and videos), student-centred learning and flexible modes of learning and teaching, should be utilised more frequently in the future.

American College's Response:

As mentioned previously, various methods promoting innovation and creativity in teaching are introduced in our College's teaching methodologies. Some of these methods suggested above in point 1.5, are argumentation, formative assessment, learning stations, experiential learning and blended learning.

We continuously enrich our library with textbooks, periodicals, journals, and others. We have recently bought following textbook titles: (1) Tourism: Principles, Practices, Philosophies (Charles R. Goeldner, J. R. Brent Ritchie), (2) Fundamentals of Human Resource Management (Raymond Noe, John Hollenbeck, Barry Gerhart, Patrick Wright), (3) Worldwide Destinations: The geography of travel and tourism (Brian Boniface, Robyn Cooper, Chris Cooper), (4) Housekeeping Management Hardcover (Matt A. Casado), (5) Managing Front Office Operations (Michael L. Kasavana), (6) Cruise Operations Management: Hospitality Perspectives (Philip Gibson, Richard Parkman), (7) Managing Hospitality Organizations: Achieving Excellence in the Guest Experience (Robert C. Ford, Michael C. Sturman), (8) Complete Guide to Successful Event Planning (Shannon Kilkenny), (9) Tourism Planning and Development: Contemporary Cases and Emerging Issues (Jarkko Saarinen), (10) Corporate Sustainability: Integrating Performance and Reporting (Ann Brockett, Zabihollah Rezaee), (11) The Fintech Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries, (12) Financial Accounting (FA) – Study Text (ACCA Study Texts). We will continue strengthening the library content in the light of changing faculty and student needs, and changing educational environment.

Based on the recommendation of the EEC we searched to find suitable resources that would further help our faculty to conduct quality research. After evaluating the resources found we have finalized a list of such resources (see Annex 8). To enhance and intensify the research activities of our faculty we have circulated the list of the resources to all our faculty members with the recommendation to get acquainted with the resources and to use them wherever possible for their current and future research.

EEC – Areas of Improvement and Recommendations:

More international exchange mobility programmes should be offered by the College.

Student-centred learning and flexible modes of learning and teaching should be utilised more frequently in the future.

American College's Response:

Although the College engages in international mobility programs the last 10 years, we were planning to enhance the mobility opportunities for students, faculty and staff, in the following mobility actions of Student Mobility for studies, Student Mobility for Placements, Staff Mobility for Teaching, and Staff Mobility for Training. Due to the unpleasant effects of the pandemic to the society in general, the mobility programs are suspended. Following the end of the pandemic, we will vigorously engage in mobility programs.

Various methods promoting innovation and creativity in teaching are introduced in our College's teaching methodologies. Some of these methods suggested above in point 1.6, are argumentation, formative assessment, learning stations, experiential learning and blended learning.

6. Additional for distance learning programmes
(ALL ESG)

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7. Additional for doctoral programmes
(ALL ESG)

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8. Additional for joint programmes
(ALL ESG)

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B. Conclusions and final remarks

EEC - Findings:

Nevertheless, it should be said that the Bachelor's Degree in Hotel Management should be subject to small improvement as it is mentioned throughout this report. Particular attention should be placed to small changes on the Study Programme (section1), on the Students (sections 2.1 and 2.2), and on the improvement of synergies between teaching and research.

Provided these small modifications are introduced the Bachelor's Degree in Hotel Management can be re-accredited.

American College's Response:

As described in our responses in sections 1, 2, 3, 4 and 5 above:

We have updated the College's website by differentiating the Bachelor Degree program from the Diploma in Hotel Management. Further, we have revised the program's goals, learning outcomes, and courses on the website, adding also 'Teaching, learning and assessment procedures', 'pass rates', and 'employment information'. Lastly, the College alumni association is also being added to the College Website.

To improve the curriculum of this program we have revised it. Some of the major revisions include defining both Compulsory and Optional Courses, incorporating current trends and other contemporary technological issues of the Hospitality industry in various modules and added "MAJ101 Internship" in the program's curriculum as an optional course.

In terms of improving our educational methodologies and assessment, we have decided to apply sample second marking and moderation to students' examinations in both undergraduate and postgraduate levels. Various methods promoting innovation and creativity in teaching were introduced in our teaching. Based on the recommendation of the EEC we searched to find suitable resources that would further help our faculty to conduct quality research. After evaluating the resources found we have finalized a list of such resources. Moreover, the College has already delivered practical and coaching sessions to its students to enhance their skills and competencies; more such sessions are scheduled in the upcoming months.

Quality assurance aspects were added in student and faculty handbooks, and in the case of Reviewing and Evaluating programs of study, join meetings will be held between the Academic Committee and the Quality Assurance Committee Notably, according to EEC we have established the AC Research Center, with the mission "to promote internationally recognized research, to create new knowledge in the areas of Tourism, Humanities, Management, Social and Applied Sciences as well as to promote the interaction between academic research and the industry locally and internationally".

As a conclusion, we want to state that we took into account all EEC's comments for revisions/improvements and we have implemented all necessary revisions/improvements. Once again we would like to thank the members of the External Evaluation Committee for their very positive report.

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr. Constantinos Iacovou	Program Coordinator	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 1/3/2021