

Doc. 300.1.2

Date: 11/02/2022

Higher Education Institution's Response

- **Higher Education Institution:**
Mesoyios College

- **Town:** Limassol

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

In Greek:

Διοίκηση Επιχειρήσεων (4 έτη, 240 ECTS,
Πτυχίο)

In English:

Business Administration (4 years, 240 ECTS, Bachelor
of Arts)

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Κατεύθυνση Μάρκετινγκ και Κατεύθυνση
Φιλοξενίας

In English: Marketing Direction and Hospitality
Direction



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. 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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) 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, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *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 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Findings reported by EEC

1.1 Policy for Quality Assurance

The College has clear procedures for quality assurance, and these are laid out on the public-facing College website. Moreover, and in collaboration with QUALISYS CONSULTANTS LTD the College has developed and implemented ISO 9001:2015 and is in the process of certification for ISO14001. The regulations are appropriate and show what is required of staff and students in terms of behaviour and commitment. There is a clear organizational structure that supports quality assurance through Committees with specific remits and prescribed processes., e.g., the process to ensure assessment quality, from confirmation, by review of exam questions through to ratification of marks achieved.

A disciplinary process is in place to cover a range of disciplinary offences, including plagiarism. The nature and forms of plagiarism are laid out clearly in the regulations. Currently, plagiarism is detected manually by module leaders using on-line plagiarism checkers. Students are also encouraged to use free plagiarism detection software to check their work prior to submission.

1.2 Design, Approval, On-Going Monitoring and Review

The programme objectives align with the strategy of the College. Moreover, the programme has clearly articulated learning outcomes, at an appropriate level for the target qualification and in accordance with the European Qualifications Framework (EQF). The College has established relationships with industry partners to provide work opportunities, industry visits and inputs from the external stakeholders into the programme. The module learning outcomes are linked to the LOs and LGs of the programme, although not explicitly. In addition, in some cases the Module LOs comprise a very long list more akin to a content list. The EEC suggests that the College should further clarify and rationalize the LOs and LGs and, at the same time, make the different learning pedagogies and assessment methodologies it de facto uses, more visible in course descriptions and evaluations.

Student workloads are clear and allow students to undertake paid work if they wish/need to. Requirements for progressions are clearly stated in public-facing regulations and there is a mechanism to recognize prior learning and/or work experience, which may prove of value added, especially to mature students.

Based on the information provided for the BA programme, it is evident that students are involved in College Committees, including those approving modifications to modules. The procedure for change is through a formal Committee, which is appropriate to ensure the integrity of the programme of study. Modules are reviewed annually in-light of student feedback and advances in the discipline.

Students can undertake an internship. This is not compulsory as for overseas students securing a placement can be difficult. Nonetheless, as the College aims at increasing the number of Cypriot and EU students into the programme, making the internship compulsory at some stage may add to the credibility of the programme in the marketplace. The placement does include an assessment of performance.

1.3 Public Information

The College website provides comprehensive information about the programmes, admissions criteria, programme learning outcomes and aims.

1.4 Information Management

The College has established Key Performance Indicators in accordance also with its ISO certification(s). Our impression is that many students are eager to go on exchange, and currently there are several student mobility agreements, especially with Polish, Slovak, and Swiss institutions. Success and progression rates in other programmes are known and monitored, and students complete an end of module questionnaire for each module taken. The information from this is used to inform changes to modules; moreover, students use informal routes of feedback throughout their modules. The College may like to think about an end-of-programme evaluation to determine overall satisfaction at a programme-level.

The College is currently considering the introduction of an Alumni Office, which, given the projected rise in student numbers, could be extended to become a Careers and Alumni Office.

The EEC found ample evidence of compliance w.r.t. study programme and study programme design and development.

Areas of improvement and recommendations reported by EEC

1. (ongoing) completion of development and implementation of KPIs;
2. To reduce the number LOs in some module outlines;
3. To more explicitly link LOs from modules to Programme LOs and also link assessment methods to module LOs.

Action/Response

1. We would like to clarify that Mesoyios College developed KPIs for each program and the table is completed and updated regularly (see Annex I).
2. Taking into consideration the EEC's recommendations, we proceeded with reduction of some core modules' LOs (sample tables are attached - see Annex II).
3. Taking into consideration the EEC's recommendations, we proceeded with linking the CILOs with PILOs and also the assessment methods of each module with the CILOs (sample tables are attached - see Annex II).

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

Findings reported by EEC

2.1 Process of teaching and learning and student-centred teaching methodology Mesoyios College facilitates a student-centred learning environment via the provision of support to learners through various means and support services. This includes an academic adviser who is allocated to each student. The College's Registrar confirmed during a meeting with the EEC that each academic adviser is encouraged to meet with their student advisees twice a semester. While this is not mandatory, the measure would help to ensure that issues ranging from welfare to academics are picked up and resolved at the earliest opportunity.

It was also reiterated by the administrative team during their meeting with the EEC that, while complaints are few and far between, there are processes in place to ensure that these are documented and resolved in a timely fashion. It is also evident that several academic staff have relevant experience in their fields of delivery, and some are pursuing a doctorate in the field of tourism and hospitality. This allows the synthesis of theory and practice critical to a vocational and context specific programme.

Course outlines are mostly structured to be generic, indicating teaching and learning methods and concise assessment modes. During the EEC's meeting with teaching staff, it was evident that teaching sessions were interactive and student-centred, encouraging students to engage. At the EEC's meeting with students, the latter were expressly complementary of academic staff whom they felt were attentive and ever ready to help and advise.

The curriculum is consistent with similar programmes elsewhere and includes the key tenets of business and management. It allows specialisation from Year 2 with students choosing either a Hospitality or marketing direction. This is a positive element of the programme. In terms of the hospitality stream, it was suggested that some tourism modules could be added (which will be taught anyway in the new Casino Management programme) and also Revenue Management, which is a key function in contemporary hotel/hospitality management businesses.

2.2 Practical Training

Several academic staff with industry experience indicated how they incorporate practice into theory for the students. Students also have access to practical labs for rooms division and food and beverage management.

It was revealed to the EEC that several Memoranda of Understanding (MOU) were recently signed with industrial partners (hotels) which would enable their students to visit and experience the operations first-hand. This is paramount to the students' learning experience.

2.3 Student Assessment

Assessments for each module are approved by internal review prior to use. Students are encouraged to prepare their assessments well in advance of deadlines. They are also aware of assessment requirements prior to submission. Assessment criteria and requirements are therefore transparent. Students can seek formative feedback throughout their programme, via in-class exercises and homework.

The EEC found ample evidence of compliance w.r.t. student-centered learning, teaching & assessment.

Areas of improvement and recommendations reported by EEC

1. considering extending the online learning facilities for the primary purpose of enabling student e-learning and facilitating streamlined engagement with students;
2. considering the introduction of an Alumni Office, which, given the projected rise in student numbers, could be extended to become a Careers and Alumni Office;
3. adding tourism and Revenue management modules to the Hospitality/Hotel specialisation.

Action/Response

1. We welcome EECs recommendation to extend our online learning facilities and thus, we proceeded with the use of H5P open-source content creation (<https://h5p.org/>) through which lecturers can create and share interactive videos, interactive presentations, quizzes and other content for students. Additionally, we would like to mention that the College, since October 2020, started using Teacher and Students Portal named Edu4Schools (see [Annex III - samples of a teacher and a student's portal](#)) through which teachers can upload their course material and students are able to download and study. Through Edu4Schools teachers and students can also communicate using messages (individually and massively to the whole class) and emails (individually and massively to the whole class).
2. Taking into consideration the EEC's recommendation, the Internal Quality Committee, in their last meeting on 28/01/2022, decided to proceed with the creation of an Alumni Office aiming to support the graduate students for personal and professional development as well as strengthening the relationship between the College and its graduates. The available information will be uploaded in the College's website (see [Annex IV](#)) and the site will be updated regularly including relevant content for our graduate students. Additionally, we will create an Alumni page in the College's Facebook account for more interactive communication and exchange of information with our graduates.
3. We agree with EEC's recommendation and thus, we added the following new **required** module (see [Annex V](#)):
 - HOS401 - Hospitality Revenue Management

Additionally, we would like to inform you that, in order to add new compulsory modules we changed the following modules from required to elective:

- HOS308 - Resort Management

Finally, we would like to inform you that we also added the following **Hospitality Elective** modules (see [Annex V](#)):

- TOU100 - Dimensions of Tourism
- TOU301 - Tourism Planning and Sustainable Development



- HOS103 - Tour Operators and Hospitality Management
- HOS310 - Principles of Hospitality Real Estate

3. Teaching staff (ESG 1.5)

Findings reported by EEC

3.1 Teaching staff recruitment and development.

For development of teaching staff, the College supports attendance of conferences, membership of professional bodies and travel expenses for fieldwork with 2% of academic revenues to be spent annually for such staff development activities (for both academic and support staff). From discussion with teaching staff, it has emerged that the College is supportive of those undertaking doctoral degrees and teaching and administrative tasks are usually planned around the PhD commitments. To incentivise members of staff the College operates a 2% increase on direct payroll.

3.2. Teaching staff number and status

Out of the seventeen (17) members of academic staff currently working in the College (note: potential number of members of staff is 23 according to the documentation provided), 11 work as full-timers and six (6) as part-timers. Moreover, all members of staff are at the level of Lecturer. The College has two (2) PhD holders and five (5) PhD candidates – the remaining academics hold only Masters' degrees. Very few people in the College have solid research aspirations. The EEC strongly advises that the College should undertake every possible effort to help existing members of staff to enrol into PhD programmes as well as to employ new academics who hold a doctoral degree.

3.3. Synergies between research and teaching

The College invests an amount of €28,000 with an annual increase of 30% from other funds to be obtained through EU/Cyprus Government and other research funding sources. So far, the College has been able to attract some faculty from other schools and countries such as Poland, India, and Switzerland. There is a Research Committee in place, but it is the impression of this EEC that this Committee might not be too active or with a set of well-defined portfolios at this stage. The research activity of the College is, however, in a nascent stage.

The EEC found evidence of overall compliance w.r.t. teaching staff (faculty).

Areas of improvement and recommendations reported by EEC

1. to undertake every possible effort to help existing members of staff to enrol into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC would welcome an increased visibility of advertised positions in academic platforms such as the Trinet tourism and hospitality community <https://tim.hawaii.edu/about-valuesvision-mission-accreditation/trinet/>, or internationally or academic job fora such as www.jobs.ac.uk, www.timeshighereducations.com, www.akadeus.com;
2. to increase attention to Affirmative Action policies in staff recruitment and development;

3. to support the Research Centre to co-ordinate research activities and encourage publication in peer-reviewed journals.

Action/Response

1. We would like to inform you that the college every year encourages and supports lecturers to enrol into PhD programmes. The college publishes its available job positions through online platforms (i.e. www.ergodotisi.com, www.kariera.com.cy, www.cyprusnet.com and www.academicjobseu.com [see Annex VI]), in the EURES Network through the Cyprus Department of Labor - Cyprus Public Employment Service, as well as on its website (link: <http://www.mesoyios.ac.cy/careers>). Also, we thank the EEC for the recommendation to advertise our academic positions and have the chance to find more academic staff with PhD. We already proceeded with creating an account and advertising our available teaching positions in www.jobs.ac.uk and www.akadeus.com (see Annex VII).
2. We agree with the EEC's recommendation and we will increase our attention to Affirmative Actions for staff recruitment and development as following:

RECRUITMENT

- The College will start participating in European Job Fairs organized by the EURES Cyprus NCO (a sample is attached - see Annex VIII) aiming to recruit staff and faculty from abroad following the "Equality and Anti-Discrimination Policy" of Mesoyios College.
- The College has already included in its budget remuneration incentives and promote these incentives throughout the recruitment process.
- The College, through its collaborations with HEIs, will give more emphasis on the staff/faculty exchange programs through EU funding programs and/or personal expenses.

DEVELOPMENT

- The College, following its "Staff and Faculty Development Policy", motivates its staff and faculty members to attend training programs and conferences for professional development. This is done either via the companies' budget for staff/faculty development or Erasmus+ through which the college has already been approved for 14 staff/faculty mobilities for training and job shadowing.
- The College, in addition to the encouragement and support to its faculty and administrative staff for further studies and professional development, also provides a Sabbatical Leave in accordance with certain rules and procedure (see Annex IX).

3. We would like to inform you the following:

In 2020, the College composed a Research Committee which is composed of:

- Research Project Coordinator (Chairperson)
- Academic Director / Principal
- Programs Supervisors
- One (1) Faculty Representative
- One (1) Students Representative

Objectives

- Promotion of research, innovation and critical studies in connection with the educational mission of Mesoyios College.
- Conduct of surveys and research, seminars, conferences, symposiums, training, publications, partnerships and collaborations with other organizations to promote its objectives.
- Promotion of interdisciplinary research, cooperation among peers and other institutions and academics.

Duties and Responsibilities:

- Formulate strategies to assist in meeting its research objectives
- Identify research opportunities
- Monitor and review research performance
- Interact with external research agencies
- Advise the College Council on the allocation of any funds to support research projects

Within the academic year 2020-2021, we developed our Research Policy (link: <http://www.mesoyios.ac.cy/researchpolicy>), Research Objectives (link: <http://www.mesoyios.ac.cy/researchobjectives>) and our faculty's research activities are uploaded on our website as well (link: <http://www.mesoyios.ac.cy/research-activity>).

Upcoming events and activities:

- Academic articles
- Books and book chapters
- Academic conferences
- Research Projects
- Research workshops/trainings
- Develop research newsletter/journal

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

Findings reported by EEC

4.1 Student Admission, Processes, and Criteria

The College follows a non-discrimination student admission policy whilst evaluating each candidate regardless of their race, religion, sex, disability, or nationality. Students are asked to declare their needs on admission so that the College can be prepared to support students. The College has also engaged in a work: study arrangement with local hotels to widen access to those of lower incomes. This allows students to work and earn as they study. Typically, the hotels also provide accommodation and food, albeit this is taken from wages. This is a very important initiative in the widening participation agenda. The wide variety of student backgrounds and experiences means that students can share with each other and develop a cultural heritage promotion attitude in the student community of the College. Related processes are carried out and implemented in a transparent manner and based on students' previous records and high school grades.

In terms of regulations and admission criteria, the College's policies are identical to those of other tertiary education establishments in Cyprus; these include a Higher Secondary Leaving Certificate and Proficiency in English language. For non-Higher-Secondary-Certificate holders, candidates may submit an equivalent qualification of Higher Secondary Education from their country of origin which can be evaluated accordingly. English language requirements are set at an appropriate level and those falling short of admissions criteria can join English language programmes prior to starting their programme. In addition, all students take English language courses as part of their programme. Students can also transfer credits from other institutions.

Currently, potential students are given the opportunity to apply for admission at any time, from the beginning of fall semester to the beginning of spring semester. This means that those unable to join the programme in October can join later rather than missing a full academic year. Whilst there are advantages to this practice, it does mean duplicate teaching adding to staff teaching workloads. Operating a single-entry point (unless credits are transferred that cover semester 1 content) will make the operation of the programme more efficient, especially as student numbers increase.

4.2 Student Progression

There is adequate monitoring of the students' progress during their studies, and more specifically their participation in the educational process through daily observation of class attendance. In addition, different forms of formative evaluations are carried out throughout the semester to determine student progression in a continuous manner. Teaching staff are always available when it comes to inquiries and are ready to answer any questions in advance as well as provide feedback; this is recognized and appreciated by students as discussed in their meeting with the EEC.

Student work is marked against generic grade descriptors, which should provide consistency, and are internally moderated to ensure appropriateness and fairness. The moderation is currently undertaken by the Programme lead. Whilst this works with current intake numbers, as intakes increase this role could become too onerous for one person and could be shared amongst academic staff. One generic Grade Descriptor currently covers all academic years. It is suggested

that a separate descriptor is devised for each level of study to better guide staff marking work and inform students of the changing requirements over their years of study.

As discussed previously in this report, student services and support teams are provided and include academic advising, student's affairs office, student welfare, career support, personal support, counselling services, financial advice and mobility office. The Student Affairs Office is dedicated to assisting students in their personal and academic development as well as progression. Moreover, students are also allocated to an academic advisor, all of whom operate an open-door policy for students, meaning he or she is available at any time. As stated in the official website, the Academic Advisor meets each student twice every semester to review and discuss the student's academic performance and progression. As student numbers increase, it would be beneficial for academic staff to have office space on site to conduct student consultations in a confidential environment.

An Appeal Procedure is in place for students who feel their work has been marked unfairly. Appeals are investigated and adjustments made where appropriate. There was evidence during discussions of this process working well. The process is documented by the lecturer completing a "Change of Grades" form which explains the reason for changing the grade.

Furthermore, Erasmus+ is also implemented and aims to give students a lifetime experience of working or studying abroad. Erasmus is designed especially for academic institutions and students and provides beneficial support to all of them. The scheme is widely used by the College with students taking up this opportunity every year. The College has developed partnerships with colleges and employers overseas to facilitate this scheme.

4.3 Student recognition

When students arrive at the College with prior qualifications, an evaluation of their prior learning is made (in relation to ECTS credits and topics covered) which may exempt them from attending certain modules. This is a task undertaken by the Academic Committee and the Module Leader, who are responsible for evaluating and ensuring comparability. The recognition process is always performed transparently by examining and comparing the module in regards with ECTS, content and level.

Academic credits earned in one programme may be transferred into another programme in the same or another College, subject to credits from other sources being acknowledged and that the process follows the accumulation of ECTS Key Documents, which include course catalogue, student application form, learning agreement and transcript of records.

To enhance their understanding and career prospects students can choose an optional internship as part of their studies.

4.4 Student certification

The criteria that must be met upon graduation include the completion of the programme requirements as indicated in the study guide, completion of all credits in each programme as specified in the study guide, a CPA of > 2.0 and a settlement of all financial obligations to the College. Then, the application for the issuance is laid out at the Office of the Registrar.

The process of final grading is thoroughly and carefully assessed through moderation by the relevant department and finally ratified by the Academic Committee. Marks are then authorised and approved by the Registrar with complete transparency.

The EEC finds overall compliance with the standards related to Student Admission, Progression, Recognition and Certification.

Areas of improvement and recommendations reported by EEC

1. to consider making the internship a compulsory module: this would ensure all students benefit from work experience to complement their programme of study and improve their employment opportunities;
2. to develop generic grade descriptors for each year of study (see above);
3. to consider sharing the moderation task across the academic staff as student numbers will increase;
4. to consider moving to a single-entry point, with a second point only for students bringing credits that compensate for material (and ECTS) in semester 1 (see above).

Action/Response

1. Taking into consideration the EEC's reference on the importance of the internship for students being able to acquire direct working experience in a business organization, as well as to get a full orientation of both theory and practice, we welcomed the suggestion and we changed the course "INT210 - Internship" from elective to required.

Additionally, we would like to inform you that, in order to change the internship to required, we changed the module BUS400 - Business Policy & Strategic Management from required to elective.

2. We thank the EEC for its recommendation to revise our generic grade descriptors for each years of study and thus, we proceeded accordingly (see Annex X).
3. At this point we would like to clarify that during the moderation process all academic staff is involved in the procedure and the papers for each course are equally divided to each member.
4. We agree with the EEC's comment about the insufficiency of the two-entry point system (offering the modules of Semester 1 twice every year) resulting in extra demands and pressure on staff. Thus, we will make sure, through the course distribution per semester (see Annex XI), that students who start their studies in February will take modules of Semester 2 without any pre-requisites from modules of Semester 1, and in September they will take the modules of Semester 1. Therefore, the modules of Semester 1 and Semester 2 will be offered once every year. This would free up time for the staff to perform less under pressure and more effectively and free up time to be involved with research as well.

5. Learning resources and student support (ESG 1.6)

Findings reported by EEC

5.1 Teaching and Learning Resources

Based on the tour of the College premises, the teaching and learning environment is adequate and readily accessible for students in their current numbers. The mock-up of guest rooms and a dining facility are adequate to support the achievement of the programme's objectives but may need expansion if numbers increase considerably.

The College provides students and staff with infrastructure and facilities suitable to the functioning of the programme. The College has relied on the Microsoft Teams platform to deal with both asynchronous and synchronous learning and teaching during the COVID-19 pandemic. A sample lecture was provided to the panel as an example of provision. It was suggested that ZOOM may be a better platform as it had additional functions to enable engaging classes. It was also noted that students did not have cameras on in the example lecture. This is not ideal, making it difficult for the lecturer to judge level of understanding and engagement. A 'cameras on' policy could help here.

The College has access to a variety of Plagiarism Checking software, and a clear Plagiarism Policy and Procedure.

The College subscribes to EBSCOhost allowing students to access a wide variety of academic sources. In addition, materials can be accessed from other Universities in Cyprus. This should mean students have access to ample sources to support their studies. The Library's stock of books is small, and somewhat random, but access to journals is more important at this level and is thus not seen as overly problematic. It may, however, be beneficial to ensure adequate copies of core texts or to arrange for these in digital form – especially for those unable to buy the books themselves.

5.2 Physical Resources

Based on the tour of the college premises, the physical resources, i.e., premises, library, classrooms, study facilities and availability of computers appear to be adequate in the support of the study programme. The expansion of the College may put pressure on these resources in the future, albeit the technical capacity is over 700.

Available resources appear to be fit for purpose and students are aware of the services available.

Physical resources were accessible to those with disabilities – for instance ramp access and a stair lift to upper floors.

5.3 Human Support Resources

The College operates a mentoring system where each student is allocated an academic member of staff as an academic advisor. The EEC observed that the administrative staff are enthusiastic and motivated, as they regaled the panel with examples of how they ensure that students receive the support required, also evidenced by students who had need to use the services. These include counselling services that are outsourced to a professional external provider and careers advice. The College also assured the EEC that provisions are in place to identify and support students

with additional learning needs. In accordance with CYQAA regulations, the College has also ensured compliance in accommodating students with physical disabilities. Students appear to be aware of the range of services provided and provided.

5.4 Student Support

The College has a process for the Recognition of Prior Learning enabling student mobility across different tertiary education institutions. The students who met with the EEC (3 overseas, one Cypriot) confirmed that the College provided highly satisfactory student support services that were readily accessible and responsive when they needed advice or help.

The College operates a Student Affairs office with a dedicated student affairs officer and careers officer (a relatively new appointment). The following services are provided by the student affairs office: personal development, student welfare services, Erasmus+ advice, academic/ personal counselling services and career placement.

The College has established articulation arrangements with various overseas institutions. One student had undertaken an internship in Poland and expressed their satisfaction with the experience, which was arranged by the College under the Erasmus+ scheme. Students who had financial difficulties were permitted to pay their tuition fees over several instalments. Scholarships are also offered based on academic merit. Students' mobility within and across higher education systems is encouraged and supported. The College assists students arriving from overseas with their search for accommodation and visas.

The EEC finds compliance with respect to the standards related to Learning Resources and student Support.

Areas of improvement and recommendations reported by EEC

1. to monitor adequacy of physical and other resources and their method of provision as student numbers grow;
2. to consider development of a 'cameras on' policy, in collaboration with students.

Action/Response

1. Regarding the adequacy of facilities we would like to clarify that the college provides facilities to accommodate 762 students (2 shifts) and 30 administrative and faculty staff (see Annex XII), including the office spaces offered by the owner company in another floor.

Regarding the expansion of the College, there is a provision for human resources increase as well as to find additional building with the necessary facilities for students and staff (administrative and academic) according to the Regulations of 1990 (Κ.Α.Π. 54/90) for the Private Institutions of Tertiary Education (Facilities and Equipment).

2. With regards to the cameras on policy and having in mind the GDPR legislation, the students are already informed and act accordingly. However, we will suggest to the students to have their cameras on during the classes for more interactive participation as well as for the lecturer



to be able to better judge the level of understanding of the students. Additionally, the College proceeded with subscription to the ZOOM platform ([see Annex XIII](#)) that will give the option to the lecturers to use additional functions for class engagement. We would also like to clarify that for the online examinations the cameras on policy is obligatory and the college always follows the CYQAA's relevant announcements and guidelines regarding the quality assurance for online exams (i.e. announcements: 19/03/2020, 30/03/2020, 31/03/2020, 10/04/2020, 29/04/2020, 20/05/2020, 30/09/2020, 05/11/2020, 27/04/2021).



6. Additional for doctoral programmes
(ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

Constructive conclusions and final remarks reported by EEC

The EEC confirms the evidence of standard compliance at current levels of faculty and students.

The EEC specifically commends the College:

1. for having a direct impact on the local/regional economy (also referring to the Troodos program);
2. for its close connections to the business world and to HE partners in Europe and Asia (India);
3. for its efforts to actively and effectively help students to find jobs (direct career services) beyond the support it offers its students throughout the whole learning experience (work-study support);
4. for its highly appreciated “family” approach and direct, personal connections between staff, faculty and students.

The EEC discussed the following points of improvement and/or concern:

1. Mesoyios College’s growth strategy (both in terms of number of students (per programme) and number of programmes to be offered) and in terms of institutional transformation (creating a university);
2. The role of (active, practice-focused) research (academic output-oriented) activities and experiential (practical) learning;
3. Mesoyios College is also recommended to increase the number of homeland students to balance the high proportion of international students;
4. The development of a clear strategy that will effectively enable the College to attract and compensate (international) faculty (competitive, cost-of-living adjusted wages) with the necessary qualifications for high quality delivery of such programmes and research (time & output).

More specifically (programme level), the EEC recommends the College to:

5. formalize and to explicitly identify how the different learning pedagogies and assessment methodologies link to LOs, of which there was ample (informal) proof: rationalize the number of learning goals and objectives, while at the same time more explicitly linking those LOs and LGs with respect to sustainability, diversity, inclusion, etc. (in short, the UN’s SDGs) would do justice to what the College de facto delivers.
6. The College should also rationalize the delivery of its programmes as the current practice to deliver all modules twice per academic year results in a loss of scale economies and denies valuable time from academic staff that can be invested towards reading for a PhD degree and/or producing solid, peer-reviewed research outputs and/or participating in bids for external funding. The projected scaling-up of operations risks consuming additional staff resources to

the detriment of research undertakings; therefore, the College should develop a plan to deal with this important challenge (see point 4).

Final Remarks by Mesoyios College

Finally, we would like to express our sincere appreciation for the EEC's time and constructive feedback in the evaluation of our institution. With a persistence for academic success and excellence, we are taking full consideration of the EEC's invaluable suggestions so as to continue improving and innovating our services in our student-centered learning environment.

Taking into consideration the EEC's recommendations for improvement, we would like to point out the following:

1. We believe that we have already created a highly meticulous Development Strategic Plan and a contingency plan in case it does not manage to realise its objectives.
2. The College aims to take into serious consideration the EEC's recommendation by taking the following actions:
 - a. Organization of more interactive workshops.
 - b. Integration of case studies simulating practical case scenarios.
 - c. Incorporate active learning classroom experiences to actively engage students in discussions about course content.
3. New marketing strategies have been adopted and applied to increase the number of homeland students providing with further incentives and academic opportunities (see Annex V – Marketing Plan).
4. The College will increase its attention to Affirmative Actions for staff recruitment and development. More specifically:
 - a. The College aims to recruit qualified international faculty staff through participation in European Job Fairs, providing them with further remuneration incentives that are included in its budget, as well as through faculty exchange programs with collaborated HEIs.
 - b. The college will motivate and offer to the faculty staff further professional development opportunities with funding support either via the companies' budget for staff/faculty development or Erasmus+. Additionally, the College already supports its faculty staff with Sabbatical Leave further studies and professional development, and will grant further periods of leave, based on certain rules and procedures, ensuring work-life-balance.

Finally, we believe that we already provide competitive employment packages in accordance with the current trends of the educational market in Cyprus.



5. Taking into consideration the EEC's recommendations, we proceeded with reduction of some core modules' LOs and also with linking the CILOs with PILOs, as well as the assessment methods of each module with the CILOs.

6. We agree with the EEC's comment about the insufficiency of the two-entry point system (offering the modules of Semester 1 twice every year) resulting in extra demands and pressure on staff. Thus, we will make sure, through the course distribution per semester, that students who start their studies in February will take modules of Semester 2 without any pre-requisites from modules of Semester 1, and in September they will take the modules of Semester 1. Therefore, the modules of Semester 1 and Semester 2 will be offered once every year. This would free up time for the staff to perform less under pressure and more effectively and free up time to be involved with research as well.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Theofilos Antoniou	Principal	
Michalis Socratous	Business Administration Program Coordinator	
Akis Ioannides	HR & Quality Assurance Manager	
Georgia Mouzoura	Internal Quality Committee Member	

Date: 11/02/2022

