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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**Doc. 300.1.2**

**Date: 28/04/2021**

# Higher Education Institution's Response

- **Higher Education Institution:**
  **Mesoyios College**

- **Town: Limassol**

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

  **In Greek:**

  Διοίκηση Ξενοδοχείων (3 χρόνια, 180 ECTS, Ανώτερο Δίπλωμα)

  **In English:**

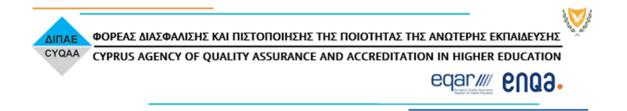  Hotel Management (3 years, 180 ECTS, Higher Diploma)

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

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

- **Concentrations (if any):**

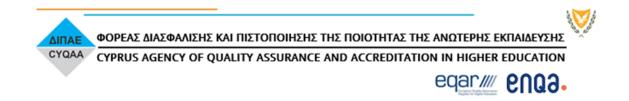  **In Greek:** Concentrations
  **In English:** Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

## 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 QA

"The College has clear procedures for quality assurance, and these are laid out on the public-facing College website. The regulations are appropriate and show what is required of staff and students in terms of behaviour and commitment. There is a clear Organisational structure that supports quality assurance through Committees with specific remits and prescribed processes. For instance, the process to ensure assessment quality, from confirmation, by review, of exam questions through to ratification of marks achieved. Students can have one resit attempt per assessment, without penalty. It may be worth considering incentivising effort at first attempt by including a 60% cap on resit marks, unless there is evident mitigation to support a resit as first attempt.

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, but penalties could be explained in more detail."


1.2 Design, approval on-going monitoring and review

"The programme objectives align with the strategy of the College and the programme has clearly articulated learning outcomes, at an appropriate level for the target qualification. The College has established relationships with industry partners meaning work opportunities for students, hotel visits and inputs from the industry to the programme. Some of the programme learning outcomes are linked just to hotels and could maybe be broadened to the wider hospitality sector (at least including restaurants).

Some module learning outcomes make reference to 'real-life assessment/cases/etc'. In discussion it was clear that real life examples were evident through all modules and this should be clear throughout.
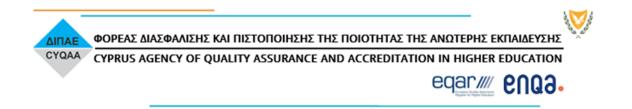
ECO100 (Introduction to Microeconomics) and ECO102 (Introduction to Macroeconomics) should be explicitly contextualized, and their contents should become hotel and tourism sector-specific. Therefore, the College is also encouraged to rename these modules to "Hotel and Tourism Microeconomics" and "Hotel and Tourism Macroeconomics" accordingly. It appeared that a large part of the students want to be hotel managers, and it may be good to manage expectations. One way could be to survey graduated alumni to understand what the job prospects are for graduates."


1.3 Public information

"The College website provides comprehensive information about the programmes, admissions criteria, programme learning outcomes and aims. As a relatively new programme, data for pass rates would be limited as would graduate employment information. The College will need to address this going forward."


1.4 Information management

"The College is in the process of establishing Key Performance Indicators.

The composition of the student population is well-known, and likely to change as a result of legal changes in Cyprus.

This has been taken into account in marketing activities that are now targeting an increase in European students. Our impression is that many students are eager to go on exchange, and currently there are a few exchange agreements, one of which being in Poland. Success and progression rates 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, albeit that students use informal routes of feedback throughout their modules. The College may like to think about an end of programme evaluation to determine satisfaction at 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."
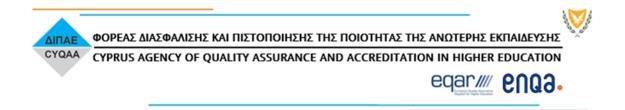
## Areas of improvement and recommendations reported by EEC

1. Instigate a programme-level assessment of satisfaction.

2. Complete development and implementation of KPIs.

3. Focus more on plagiarism and make sure every student has been trained in the problem of plagiarism, how to avoid it, and informed that plagiarism is monitored.

4. Invest in Turnitin or a similar plagiarism detection system.

5. Clearly lay down the potential penalties for plagiarism.

6. For all modules, make clear that real-life examples, etc are included.

7. Consider including into an early module information about the job prospects that students can realistically expect.

## Action/Response

1. We agree with the EEC's recommendation to start a program-level evaluation for students since this will help us identify any weaknesses and/or areas for improvement and take necessary actions aiming the students' satisfaction and the improvement of the quality of the programs and deliver even better student-centered learning environment and services. For this reason, we created a questionnaire for Student Evaluation of the Program of Study (see Annex I). The goal of the Student Evaluation of the Program of Study is to assist in improving its structure, organization, faculty and administrative staff, administrative processes, course content and material, as well as support services that enhance student learning experience.

2. The college completed the KPIs (see Annex II).

3-5. First of all, we proceeded with creation of a Plagiarism Policy and Procedure which clearly states the scope, the penalties and the procedure in case of plagiarism detection (see Annex III). This policy will be communicated with the students during the Orientation Week as well as by the faculty members within their courses. This policy will also be available in our website

(http://www.mesoyios.ac.cy/policiesandprocedures). Additionally, we invested in the "Plagiarism Checker X" system as the main tool for plagiarism check (see Attachment I).

6. We included the real-life examples in the teaching methodology were applicable and we attach sample syllabi for your information (see Annex IV).

7. We included the job prospects in the "Course Purpose and Objectives" section of the syllabus were applicable and we attach sample syllabi for your information (see Annex IV).

Regarding the resit marks mentioned in point 1.1 above, we would like to inform you that the college already include in its Internal Regulations a policy about "**Make Up Examinations**", but we updated it including more details as following:
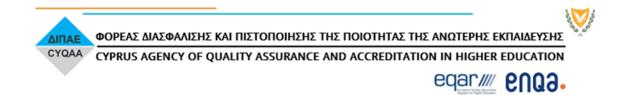
"For all announced examinations missed, the faculty teaching the course may or may not give a make-up exam. If one is given, the student must pay a make-up fee. Students are allowed to take the resit exam 1 time.

No student may miss a final examination. Failure to take the final examination without permission or official withdrawal will receive zero in that exam. In case of unavoidable absence, the student must call prior to the test, report the reason for the absence, and give a telephone number where he can be reached. The Administration may ask for verifiable evidence and the Program Coordinator reserves the right to accept or reject any reason as a valid excuse.

If a student qualifies for a re-examination, a grade of "I" must be submitted to the Registrar at the end of the semester. The re-examination must be completed during the specific re-examination periods announced by the college. If the student passes the re-examination, the grade of "I" will be converted to the minimum passing grade of the college/program. If the student fails the re-examination, the grade of "I" will be converted to a grade of "F". In case of failure to pass the course after the re-examination, the student has should retake the course.

The grade of **RE** (Re-examination), is shown next to a student's grade on his/her transcript. Only the final grade obtained will be counted for the cumulative GPA."

Additionally, we welcome the EEC's recommendation regarding the courses ECO100 and ECO102 and we renamed these modules to "Hotel and Tourism Microeconomics" and "Hotel and Tourism Macroeconomics" accordingly.

## 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

"The College benefits from a number of staff with extensive experience of the industry. This allows theory and practice to be brought together, which is particularly important in a vocational programme such as this. Module outlines are structured to be generic in reference to teaching and learning methods and, to an extent, assessment practice."


2.2 Practical training

"Students also have access to practical labs for rooms division and food and beverage management.

Links with industry also allow for hotel visits where students can observe a hotel operation in practice. Students can also apply for a month-long internship in Poland through the Erasmus scheme."


2.3 Student assessment

"Assessments in each module are subject to internal review prior to use. Students are well-prepared for assessments and are aware of marking criteria ahead of submission. Assessment and its requirements are therefore transparent. Marking levels are articulated in the regulations, but the College may like to consider the introduction of generic grade descriptors that not only indicate the qualitative interpretation of a mark (e.g. good, very good) but also indicates what is expected of students to achieve marks in each mark band and at each level.

Feedback is provided continually through a student's programme through in-class exercises, homework, etc as well as through summative assessments. In the latter, coursework receives feedback to help students improve future work – the College may like to consider the introduction of standardised feedback sheet that includes marks against marking criteria, what the student did well, and how the student can improve in the future.

A sample of assessed work is moderated internally by the programme lead to ensure consistency and fairness. If students feel their mark is incorrect they can contact the module leader to discuss, where the module leader can, exceptionally adjust marks (e.g. if a simple mis-calculation). The module leader formally records the change and rationale for it. If the student is still not satisfied, there is a written procedure to appeal the mark. The regulations do allow for mitigation, allowing, for instance, exams to be taken at a later date.

Staff are regularly invited to take part in pedagogic workshops to improve their teaching and learning skills. A portion of the budget is allocated to this."


**Areas of improvement and recommendations reported by EEC**

1. Develop generic grade descriptors that show students what they need to do to achieve particular grades at a particular level.
2. Consider a generic feedback sheet for module assessments.

**Action/Response**

1. The grade descriptors are an essential tool in helping students to understand the marks that they have been awarded and why they have been awarded them. They also help inform what students need to do in order to achieve higher marks in future assessment (see Annex V).

2. Taking into consideration the EEC's recommendation we created a Generic Feedback Sheet for module assessment (see Annex VI).

### 3. Teaching staff
*(ESG 1.5)*

**Findings reported by EEC**

3.1 Teaching staff recruitment and development.

"The college provides seminars for staff members to develop (e.g. digital skills). Further, and applaudable, the college encourages (and pays for) staff members to do a PhD. A set proportion of the College budget is also designated for CPD activities, including teaching and learning-related workshops. For those undertaking PhDs, teaching and administrative tasks will be planned around the PhD commitments. In return the employee agrees to stay at least 3 years after completing the PhD with the college, and hopefully more, which also provides continuity in teaching provision. It was the EEC's impression that student evaluations do not have a very significant impact on the staff member's promotion, remuneration etc conditions."

3.2. Teaching staff number and status

"There are 13 academic faculty members and 6 additional part time faculty members. Out of these are 4 PhD candidates, and more are likely to come. It will be a challenge to maintain these more than 3 years after they graduate. However, it is the right approach as the ambition is to become a university. There are also 10 administrative staff members. A rather large part of the academic faculty members specialize in language courses only."

3.3. Synergies between research and teaching

"The college encourages faculty members to do a PhD, and this will naturally tend to allow for better synergies between teaching and research. So far the college has been able to attract some visiting faculty from other schools and countries (Poland, India etc.). However, it is the impression of the EEC that the research level of these professors should be increased, especially given the aspiration to become a University. However, this is not an easy task and will be easier as more staff members get a PhD and produce research themselves. Only 2% of the budget is allocated for research. 20% of work hours are earmarked for research."

**Areas of improvement and recommendations reported by EEC**

1. Gradually increase the budget allocated for research to also act as a motivation for faculty.
2. Gradually increase the hours for research as the college has more faculty with PhDs. With an aim to become a university, this is a central tangent along which to improve.
3. Seek to recruit more faculty members with a specialty in teaching hospitality/tourism subjects and modules (rather than languages).

**Action/Response**

1-2. Following the EEC's recommendation to increase the allocated budget and the hours for research activity from faculty members, we present below a table showing our provisions.

| | Three Year Development Plan | | |
|---|---|---|---|
| | 2021-2022 | 2022-2023 | 2023-2024 |
| **Teaching hours deduction for research activities** | % | % | % |
| Full-time faculty | 35 | 50 | 50 |
| Part-time faculty* | 50 | 50 | 50 |
| | | | |
| **Budget allocated for research** | € | € | € |
| Conference and Workshop fees | 2,500 | 3,250 | 4,225 |
| Accommodation and travelling expenses for conferences and similar events | 5,000 | 6,500 | 8,450 |
| Memberships to professional bodies | 1,000 | 1,300 | 1,690 |
| Fees for journal publications | 10,000 | 13,000 | 16,900 |
| Travel expenses for data collection and field work | 1,000 | 1,300 | 1,690 |
| Incentives/rewards to Faculty Staff for collaborative/individual research | 5,000 | 6,500 | 8,450 |
| **Total Expenses** | **24,500** | **31,850**** | **41,405**** |

**\* For part-time faculty members, in addition to their salary, we include in our budget further incentives/rewards/remunerations for research activity.**

**\*\* Plus other European funds for research.**

3. Having in mind the increase of the number of students and classes every year, we will proceed with recruitment of more faculty members with specialization on the hospitality and tourism industry, targeting mainly PhD holders or at least candidates.

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

**Findings reported by EEC**

4.1 Admissions Standards

"The college has admissions criteria that are similar to other tertiary education institutions in relation to both educational attainment and language abilities (for overseas students). These are clearly laid out on the College website as part of the regulations of the college. The college makes both conditional and unconditional offers to students, depending on their academic background and current stage of education. A probational route identified in documentation (and the website of the college) does not, in practice, exist. Instead, students who are just short of required entry criteria are directed to a foundation programme to bring their abilities to the required level ahead of engaging in the programme, or if the deficit is in English language only, to a summer English programme. The progression requirements for entry from these programmes to the Diploma/Higher Diploma routes are clearly articulated in the regulations.

Students with Overseas qualifications form part of the college cohort. Qualifications held by these students are compared for equivalence to Cypriot qualifications using the UCAS manual. We are concerned that the admission standards are too flexible. One employee mentioned that the college believes in opportunity for all. This motto is great in most aspects, but should not be applied to academic potential/merit."


4.2 Student progression

"The college has robust regulations that are made clear to students on entry. After accepting a place, incoming students are contacted by Student Affairs to invite them to Orientations week (the week prior to semester start). During that week students complete an enrollment agreement (subsequently countersigned by the College) that includes the regulations they will be expected to abide with. The agreement includes attendance requirements (minimum 70%) and progression requirements (e.g. pass marks). These criteria are also clearly laid out in the College Regulations, publicly available through the College website.
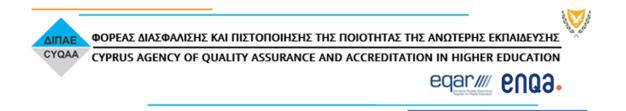
Where students are not attending they are followed up to establish why, similarly those not achieving the grades required to pass (and thus progress) are followed up and counselled to give them the best chance of success on a second attempt at the assessment(s). There is also provision to delay assessment at times of crisis, with the appropriate evidence. This is organised through the professor leading the module.

Each student is assigned an Academic Advisor who is available to support students. The College operates an opendoor policy of access to Advisors, which the students met appreciated.

The Education Committee acts as a forum to assess progress and identify students who are struggling. Current progression rates exceed 70%."


4.3 Student recognition

"Where students come to the college with prior qualifications that may exempt them from some modules, these are assessed on a case-by-case basis by the Academic Committee and the module leader to ensure comparability. The module that may be exempted is compared with that taken by the potential student, comparing ECTS, content and level.

Those entering with experience, but who do not meet the normal entry criteria, will be assessed on a case-by-case basis to ensure that they will succeed in the programme of study. To date, those present had not had experience of dealing with such an eventuality."

4.4 Student certification

"Marks awarded are thoroughly evaluated, initially through moderation of a sample of work by the Programme lead, and then through scrutiny by the Academic Committee. Marks are finally ratified for inclusion in a transcript by the Registrar. These processes are laid out in the regulations, publicly available on the College website.

The grading system is clearly laid out in regulations, including how grades are translated to GPA scores. Students can appeal grades through the Grade Petition process, if issues are not resolved through interaction with the teaching team."
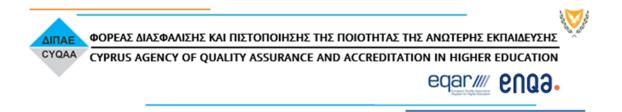
**Areas of improvement and recommendations reported by EEC**

1. Student progression

    1.1. Look to increase the progression rate between years to close to 80% or more. This will require a clear understanding of the reasons for non-progression (i.e. failed assessments or other reasons), and actions to mitigate these.

    1.2. Consider centralising the process for accepting extenuating circumstances to ensure consistency in approach.

    1.3. Add to the regulations clear indications of what can and cannot be put forward as extenuating circumstances, and the evidence required to support an application.

2. Student recognition

    2.1. If not already in place, to have a clear approach to recognition of prior experience as an entry route to the programme.

3. Student certification

    3.1. Within regulations, state more clearly the size and composition of the sample to be moderated – this will become more important as cohorts grow. For instance, 10 – 25% of all assessed work, depending on cohort size, with a minimum of 10 (for example) pieces of assessed work. The sample should include work from across grades awarded.

    3.2. Within regulations, state clearly the basis on which a grade petition can be made – e.g. bias, and the evidence that will be needed to support the petition.

**Action/Response**

1.1. The progression rate is included in the KPIs (see Annex II).

1.2-3. Taking into consideration the EEC's recommendation regarding the Extenuating Circumstances, we created an Assessment and Assignment Policy and Procedure (see Annex VII) which clearly states the exceptional factors to be considered as Extenuating Circumstances, the

evidences to support the students' application, as well as the procedure for applying for Extenuating Circumstances.

2.1. Even though the recognition of prior experience is already mentioned in our Internal Regulations, we welcome the EEC's recommendation for clearer approach to recognition of prior experience, and thus we proceeded with creation of a Student Progression, Recognition and Certification Policy (see Annex VIII) which clearly states the criteria and supporting documentation for credit transfer eligibility.

3.1. We proceeded with clarification of the size and composition of the sample to be moderated (only for Final Exam) within our regulations as follow:
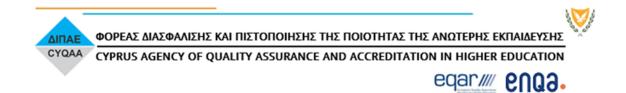
**Moderation Criteria**

Choose Exam papers from each course on the following criteria:

| Number of Papers Marked | % Size of Sample |
|---|---|
| **Up to 5** | 100 |
| **6-20** | 40 |
| **21-50** | 30 |
| **51-99** | 20 |
| **100-200** | 15 |
| **201-300** | 10 |
| **300+** | 5 |

Example:     **BUS100 - Introduction to Business:**

Total Number of Exam papers: 150

Therefore, size of sample =15%

Total Number of papers to be moderated: 15% of 150 = 22.5

**[23] papers to be moderated**

3.2. Even though the Grade Petition is already mentioned in our Internal Regulations, we welcome the EEC's recommendation for clearer Grade Petition procedure, and thus we proceeded with creation of a **Change of Grade / Grade Petition Policy and Procedure** (see Annex IX) which clearly states the procedure for grade revision, complaint about bias and change of grade, as well as the necessary documentation.

## 5. Learning resources and student support
   *(ESG 1.6)*

**Findings reported by EEC**

5.1 Teaching and Learning resources

"The College provides students and staff with infrastructure and facilities suitably adjusted to the functioning of the programme. The facilities are modern and comfortable. The methods of teaching follow international standards. The College has extensively relied on the Microsoft Teams platform to deal with both asynchronous and synchronous learning and teaching during the COVID-19 pandemic. Members of the top management team argued that the College also remained open during the pandemic to allow students to use its IT facilities and library. In any case, the College is advised to improve student-centred learning and flexible modes of learning and teaching when classes with physical presence resume. This is especially the case because many students at the College must work part- or even full-time to fund their studies; among others, the scheduling of lectures should explicitly consider this to increase attendance rates. As also discussed in a previous section of this report, the College should invest in plagiarism detection software (such as Turnitin) as part of assuring quality in its teaching and learning processes."

5.2 Physical resources

"The IT infrastructure and hospitality-related mock-up rooms are suitable for the programme purposes. The library also offers good conditions, but it is recommended that additional books on tourism should be acquired by the College. This is because both hospitality operations and hotel management relate to tourism and students should familiarize themselves with key developments in the area. The College subscribes to the EBSCO Host electronic database and its library is linked with the libraries of the University of Cyprus and Technological University of Cyprus. The top management team of the College advised the EEC that the College plans to expand its physical facilities soon by adding a new building. This will accommodate the planned increase in the student intake and will enable the College to realize its strategic aspiration to become a (private) University in the following years.

Practical labs for Rooms Division Management and Food and Beverage Operations are available, and according to students, frequently used. The F&B lab comprises simulated front-of-house facilities."

5.3 Human support resources

"The College operates a mentoring system as academic staff act as Academic advisors to the students. Moreover, the administrative staff is very professional and motivated. The number and qualifications of the administrative staff is adjusted to the needs. Staff perform both academic and integrative functions, which are critical for overseas students to adjust to the island. The College also provides counselling services (an external provider) and has special provisions for students with learning and mobility difficulties. Students seem to be aware of those services and expressed their satisfaction from the level of the College's provision."

5.4 Student support

"The College has a process to recognize prior academic learning in other institutions to the benefit of student mobility across different tertiary education establishments. Moreover, the College encourages mature candidates to apply for admission into its programmes by recognizing the role of their work experience. The College offers students welcome sessions that allow them to gain knowledge about the services available and the way they can accommodate outside the school. During the meetings it was found that students are highly satisfied with the support provided by the College. Moreover, the College strongly encourages its students to participate in trips abroad (e.g. through Erasmus+), capitalizing on its collaborations with institutions outside Cyprus. For example, some of the students expressed their satisfaction from their work experience in Poland, which was arranged by the College. Students with financial difficulties are also facilitated to pay their tuition fees over a larger number of instalments than what typically is the case. Scholarships are also offered based on academic merit. In any case, and as also previously discussed, 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 in the future.
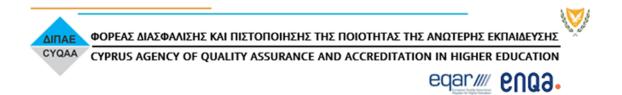
Staff contacts and College collaborations allow for careers advice and employment opportunities. As the College grows it is advised that a Careers and Alumni Office be created to formalise careers advice and provide employment related support - e.g. CV writing."

**Areas of improvement and recommendations reported by EEC**

1. The College should invest in plagiarism detection software (such as Turnitin) as part of assuring quality in its teaching and learning processes.

2. Student-centred learning and flexible modes of learning and teaching should be utilised more frequently when physical classes resume.

3. The plan to invest in the new building was made before covid19 happened based on projections of increasing student numbers. Strategic plans made before covid19 should be revisited as the underlying assumptions may have changed.

**Action/Response**

1. Already answered above (see Annex III and Attachment I).

2. Mesoyios college has fully equipped auditoriums that fulfil the needs of modern teaching methods. The college is fully aware of the vital aspect of technology in teaching by using flexible teaching methods. Lecturers are encouraged to develop different teaching methods to maintain interaction among the students. Teaching methods: Video case study, visiting guests from the industry, visiting professors (including the use of online), work in group on different projects as a part of the lesson, using classroom debated to engage students, game-based learning where applicable.

3. The plan to invest started before covid19 happened, however, it was not based on projections of increasing the number of students of Mesoyios College, but rather to develop into a university. We will review and revise our Strategic Plans for this development taking into consideration the effects of the covid19.

# 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

"There are clear procedures for quality control on the website alongside appropriate regulations for behaviour. Disciplinary actions to be undertaken if necessary are also in place. The learning outcomes are clearly articulated. The weekly schedules of classes enable students to work while undertaking their studies, which is an important matter for the target market of the college. The college is amidst the process of establishing Key Performance Indicators and also considering introducing an Alumni/Careers office. A module feedback system is in place and a broader programme-level feedback system is advised. The teaching staff is clearly competent and experienced enough to provide quality knowledge to the students, and their approachability is valued by students. As for the practical training, students have access to mock-up hotel rooms and restaurants, but most importantly, are able to use the Erasmus placement programme for a minimum of 1 month. The sessions are engaging and interactive but development of generic grade descriptors is advised, as mentioned above.
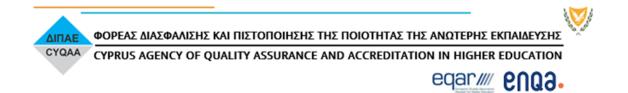
Staff taking on different roles is feasible for now, but for growth to take place, more specialization will be needed. Staff who are PhD candidates are supported adequately so they can teach while completing their education. The strongest part of the college's staff is the practical know-how and experience. To improve, more emphasis and resources must be reallocated to research.

The admissions process has established criteria consistent with similar institutions to level the playing field for the different countries. Again, openly laid out on the website under regulations. Students who were just short of making the criteria are directed to a foundation programme or a summer English programme prior to the first semester. The college takes great care of incoming students by contacting them before arrival to sort accommodation, even though the college is not offering any, which is a great gesture in our perspective. In case students are not performing or attending classes, counselling is provided by administrative staff and the academic advisors.

Facilities and infrastructure are suitable and modern and the new building project is a great sign for future growth and improvement. Students are supported by the administrative staff and finally, the online library access is great to say the least."

### 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 Hotel Management and Hospitality Operations Management programs. The EEC's report is very positive and all assessment sub-areas (18 out of 18) were marked as "Compliant". 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.

## C. Higher Education Institution academic representatives

| Name | Position | Signature |
|------|----------|-----------|
| **Theofilos Antoniou** | Principal | |
| **Fani Efthymiadou** | Hospitality Operations Management & Hotel Management Program Coordinator | |
| **Akis Ioannides** | HR & Quality Assurance Manager | |
| **Georgia Mouzoura** | Internal Quality Committee Member | |

**Date:** 28/04/2021