

# Decision of the FIBAA Accreditation and Certification Committee



**2<sup>nd</sup> Meeting on 28 May 2021**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	19/026
<b>Higher Education Institution:</b>	Eastern Mediterranean University (EMU)
<b>Location</b>	Famagusta, North Cyprus
<b>Study Programme:</b>	Tourism and Hospitality Management (Bachelor of Science) Tourism Management (with Thesis) (Master of Science)
<b>Type of Accreditation</b>	re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are re-accredited.

Period of Accreditation: fall semester 2019 until the end of spring semester 2026

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution (HEI):**  
Eastern Mediterranean University (EMU)

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**Bachelor/Master study programmes:**

1. Tourism and Hospitality Management
2. Tourism Management (with Thesis)<sup>1</sup>

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**Qualification awarded on completion:**

1. Bachelor of Science (B.S.)<sup>2</sup>
2. Master of Science (M.S.)<sup>3</sup>

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<sup>1</sup> In the initial accreditation, there was no distinction between M.S. in Tourism Management (with Thesis) and M.S. in Tourism Management (without Thesis); subject of the initial accreditation was the M.S. with Thesis only. Therefore, subject of the re-accreditation is the M.S. in Tourism Management (with Thesis) only.

<sup>2</sup> abbreviation (B.S.) is used by Eastern Mediterranean University (EMU)

<sup>3</sup> abbreviation (M.S.) is used by Eastern Mediterranean University (EMU)

# General Information on the study programmes

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## **Brief description of the study programme Tourism and Hospitality Management (B.S.) - THM:**

The programme aims to prepare students for middle and upper level administrative positions in the tourism and hospitality industry. The curriculum has been designed to meet the expectations of the industry today and to respond to the demands which will arise as the industry develops. Students are trained in innovative approaches to the concept of tourism and hospitality and exposed to new ideas and concepts to prepare them for the future. The major components of tourism are accommodation, accessibility, attractions, amenities and activities. Therefore, the students should have knowledge about tourism industry, hospitality, accommodation, travel and transportation. The curriculum is also designed to give students managerial competences for middle and upper level management positions.

## **Brief description of the study programme Tourism Hospitality Management (M.S.) - TM:**

The programme aims to prepare students for high level managerial positions in the tourism and hospitality industry and opening the way to academic career. This programme aims to prepare graduates equipped with managerial knowledge and skills necessary in hospitality and tourism field. The programme comprises managerial courses including marketing, accounting, and finance with a particular focus on services and hospitality industries. It also considers macro level issues such as planning and development and other contemporary issues in tourism field. Having completed the programme successfully, graduates will have an understanding of both international and local tourism markets, knowledge of the interdisciplinary aspects of tourism management, the confidence and expertise to plan, organise and make managerial and strategic decisions. In addition to the above mentioned issues, the programme equips the students with an academic researching and writing skill.

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### **Type of study programmes:**

THM: Bachelor programme

TM: Master programme

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### **Projected study time and number of ECTS credits assigned to the study programmes:**

THM – 4 years (8 semesters)

TM – 2 years (4 semesters)

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### **Mode of study:**

full-time

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### **Didactic approach:**

Study programmes with obligatory class attendance

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### **Double/Joint Degree programme:**

no

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### **Scope (planned number of parallel classes) and enrolment capacity:**

THM – 56 students

TM – 36 students

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### **Programme cycle starts in:**

Both fall and spring semester

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**Initial start of the programmes:**

THM – September 1992

TM – September 2002

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**Type of accreditation:**

re-accreditation

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**For re-accreditation: last accreditation period:**

For both programmes: March 21<sup>st</sup>, 2014 until end of spring semester 2019  
(two one-year extensions granted - until spring semester 2021)

# Procedure

A contract for the re-accreditation of the Tourism and Hospitality Management (B.S.) and Tourism Management (M.S.) was made between FIBAA and the Eastern Mediterranean University on March 14<sup>th</sup>, 2019. On February 2<sup>nd</sup>, 2020, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Andreas Knorr**

University Speyer, Germany

Professor of Economics, especially Economic and Transport Policy

(Tourism Economics, European Integration, Country Comparisons, International Relations)

**Prof. Dr. Rupert Holzapfel**

Bremen University of Applied Sciences, Germany

Professor of International Tourism Management

(Tourism Management, Ecotourism, Business Ethics, Sustainable Development)

**Ass. Prof. Armağan Erdoğan**

Social Sciences University of Ankara, Turkey

Center for Higher Education

(Director/ Advisor at Council of Higher Education)

**Sebastian Kuehn**

NH Hotel Group, Koeln Altstadt, Cologne, Germany

General Manager with training as chef and hotel specialist, Master in restaurant

(Human Resources Management, Human Resources Development, Cost and Performance Accounting, Income Management, Quality Management)

**Hannah Kristin Bluemig**

Goethe University Frankfurt am Main, Germany

Geography of Globalization (M.A.)

(Completed: Bachelor of Geography with minor in Peace and Conflict Studies (Philipps University of Marburg))

FIBAA project manager:

Daniel Günther

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on 4<sup>th</sup> – 5<sup>th</sup> March, 2021 via the video conferencing tool “Zoom”. At the end of the visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 3<sup>rd</sup>, 2021. The statement on the report was given up on May 6<sup>th</sup>, 2021; it has been taken into account in the report on hand.

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# Summary

The Tourism and Hospitality (B.S.) and Tourism Management (M.S.) offered by Eastern Mediterranean University fulfils the FIBAA quality requirements for bachelor and master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting from fall semester 2019 until the end of spring semester 2026. The programmes are in accordance with the national and the European Qualification Framework and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified two areas where the Bachelor programme could be further developed:

- Methods and scientific practice (see chapter 3.1.6),
- Integration of theory and practice (see chapter 3.1.3).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are many criteria in which both programmes exceed the quality requirements:

- International orientation of the study programme design (see Chapter 1.2),
- Positioning of the study programme on the job market for graduates (“Employability”) (see Chapter 1.3.2),
- International content and intercultural aspects (see Chapter 3.4.1),
- Internationality of the student body (see Chapter 3.4.2),
- Foreign language contents (see Chapter 3.4.4),
- Skills for employment/ Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Students support by the faculty (see Chapter 4.1.6),
- Cooperation with business enterprises and other organisations (see Chapter 4.3.2),
- Alumni Activities (see Chapter 4.5.2)
- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5.1).

# Information

## Information on the Institution

Eastern Mediterranean University (EMU) was established in 1979 as former Higher Technological Institute with the Departments of Electrical and Electronic Engineering and Mechanical Engineering. In 1985, the Government of the Turkish Republic of Northern Cyprus (TRNC) decided to establish a university in North Cyprus, and the Higher Technology Institute was transformed into a university named Eastern Mediterranean University. EMU was established as a State University, which was to be funded and governed by a foundation appointed by the Government of TRNC. Since then, EMU has produced more than 59,000 graduates from different countries and cultures. As a State University, EMU is supervised by the Ministry of Education. Besides, all study programmes have been approved by the Higher Education Council of Turkey.

The University administration is composed of the Office of the Rector, the Senate, the University Executive Council, the offices of the Deans, the Faculty Academic Councils and the Faculty Administrative Councils, the Directorates of Institutes and Schools of Higher Education, Department Chairs, and Department Councils.

EMU has been offering education through 100 undergraduate and school programmes and 81 postgraduate and doctoral degree programmes provided by twelve faculties, five schools), and a Foreign Languages and English Preparatory School. Tourism and Hospitality (B.S.) is located under the School of Tourism and Hospitality Management and Tourism Management (M.S.) belongs to the Faculty of Tourism.<sup>4</sup>

With international students and faculty members, a multicultural environment is created by the University. The campus spreads over 2,200 acres; around 18,000 students from 106 countries are studying and 1,100 academics from 35 different countries are lecturing at EMU. It is EMU's mission to offer contemporary, sustainable and quality education according to international standards, to conduct research, to contribute to the needs of the society, to meet the needs of stakeholders and graduate students in a multicultural environment having international knowledge and competencies. Except for some study programmes being taught in Turkish, classes are mainly conducted in English. Among others, EMU is a member of The World Association for Hospitality and Tourism Education and Training (AMFORTH), American Society for Engineering Education, Community of Mediterranean University (CMU), European Communication Research and Education Association (ECREA), European University Association (EUA) and International Association of Universities (IAU).

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<sup>4</sup> Faculty/ Schools: In the following the uniform term "Faculty" is used and includes the School. Starting from 2021-2022, an application to the University Senate has been made to relocate the Bachelor programme under the Faculty of Tourism.



## Further development of the programme, implementation of recommendations from previous accreditation and statistical data

Tourism and Hospitality Management (B.S.) - THM:

**Table 1 Statistical Data Bachelor Tourism and Hospitality Management (B.S.) 2015-2020**

		2015	2016	2017	2018	2019	2020
# Study Places		60	60	60	60	60	60
# Applicants	∑	59	55	61	48	60	46
	f	21	20	17	19	20	16
	m	38	35	44	29	40	30
Application rate		98,33%	91,67%	101,67%	80,00%	100,00%	76,67%
# First-Year Student	∑	58	52	61	48	60	46
	f	21	20	17	19	20	16
	m	37	32	44	29	40	30
Rate of female students		0,362068966	0,384615385	0,278688525	0,395833333	0,333333333	0,347826087
# Foreign Students	∑	48	45	46	40	45	36
	f	20	19	13	17	14	14
	m	28	26	33	23	31	26
Rate of foreign students		0,827586207	0,865384615	0,754098361	0,833333333	0,75	0,782608696
Percentage of occupied study places		96,67%	86,67%	101,67%	80,00%	100,00%	76,67%
# Graduates	∑	45	39	50	40	51	39
	f	21	15	16	17	17	13
	m	24	24	34	23	34	26
Success rate		77,59%	75,00%	81,97%	83,33%	85,00%	84,78%
Dropout rate		22,41%	25,00%	18,03%	16,67%	15,00%	15,22%
Average duration of study		4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree		3,06	2,66	2,62	2,55	2,7	2,83

In the Assessment Report drawn up by FIBAA after the initial accreditation, the panel members drafted a few conditions. EMU has followed up on these conditions and developed the programme further.

In line with the requirements of the ECTS User's Guide, the calculations of ECTS credits and workload are now completed. ECTS calculations for all courses show the lecture, tutorial hours for each course and the time necessary to complete assignments and other course related activities. Furthermore, both internships are now credited and all module descriptions are revised corresponding the requirements of the ECTS User's Guide in terms of information on the year of study and the description of the Learning Outcomes. The mutual recognition of degrees and periods of study follow now the requirements of the Lisbon Convention. For students with disabilities the following regulations 'Regulation for Education and Exam Applications for Students with Disabilities' have now been established. Disabled students are now given flexible time and help needed in the examination (depending on the disability). Under the framework of "Campus for Disabled Students", all sidewalks in the entire campus have laid down with paving stones for disabled students. Furthermore, EMU has invested and provided disabled students' friendly toilette and elevator in the school building. The written exam based structures of the courses have been modified to provide wide range of learning and assessment alternatives for the students and instructors. Furthermore, students are encouraged to conduct academic work and use literature by developing their research and library skills in their projects and research assignments in different courses (Cf. pp. 18f. Self-Assessment Report Bachelor).

Furthermore, EMU has introduced two summer trainings/internships to the programme in order to provide students with work experience in tourism sector and to improve their skills. In addition, EMU has added the course "Skills Development" in order to provide students with a number of seminars given by people from the tourism sector who share their work experience. Furthermore, a third language (French) has been added to the elective courses for students who wish to learn another language. In the new curriculum the course "Graduation Research Project" has been added. The aim of this course is to provide students with the knowledge and skills required for research so that the students have the necessary skills in order to write graduation projects and to assess the achieved programme outcomes. Additionally, the elective courses have been redesigned to provide students with the opportunity to specialise or develop their individual skills in the areas of recreation, hospitality as well as the travel sector (Cf. p. 13 Self-Assessment Report Bachelor).

Tourism Management (M.S.) - TM:

**Table 2 Statistical Data Master Tourism Management 2015-2020**

		2015	2016	2017	2018	2019	2020
# Study Places		35	50	40	35	35	35
# Applicants	Σ	55	86	67	59	64	66
	f	25	42	37	26	33	31
	m	30	44	30	33	31	35
Application rate		157,14%	172,00%	167,50%	168,57%	182,86%	188,57%
# First-Year Student	Σ	31	48	37	31	34	37
	f	20	22	21	17	18	18
	m	11	26	16	14	16	19
Rate of female students		0,64516129	0,458333333	0,567567568	0,548387097	0,529411765	0,486486486
# Foreign Students	Σ	24	40	22	21	30	27
	f	15	20	15	14	17	12
	m	9	20	7	7	13	15
Rate of foreign students		0,774193548	0,833333333	0,594594595	0,677419355	0,882352941	0,72972973
Percentage of occupied study places		88,57%	96,00%	92,50%	88,57%	97,14%	105,71%
# Graduates	Σ	27	40	31	26	30	32
	f	20	21	18	15	17	16
	m	7	19	13	11	13	16
Success rate		87,10%	83,33%	83,78%	83,87%	88,24%	86,49%
Dropout rate		12,90%	16,67%	16,22%	16,13%	11,76%	13,51%
Average duration of study		2 years	2 years	2 years	2 years	2 years	2 years
Average grade of final degree		3,62	3,45	3,56	3,36	3,51	3,56

In the Assessment Report drawn up by FIBAA after the initial accreditation, the panel members drafted a few conditions. EMU has followed up on these conditions and developed the programme further.

In line with the requirements of the ECTS User's Guide, the calculations of ECTS credits and workload are completed. ECTS calculations for all courses show the lecture, tutorial hours for each course and the time necessary to complete assignments and other course-related activities. The seminar course and master thesis have been credited in accordance with the requirements of the ECTS User's Guide.

The mutual recognition of degrees and period of study follow the requirements of the Lisbon Convention. Information regarding duration of master thesis, defence, semester project and assessment details are set.

In the following are the curriculum changes, which are taking the suggestions of the employers and other stakeholders into account in order to develop the programme further (Cf. pp. 16f. Self-Assessment Report Master).

- Research Methods was an elective course, and is now a required course. Every Master student has to take this course in order to develop deeper research skills
- The number of compulsory courses has been decreased from six to three courses and the number of elective courses has been increased from one to four. The aim of this change is to provide students with the opportunity to specialise their skills and develop their skills according to their areas of interest
- The quality and the number of staff is continuously improving. The programme has staff teaching vocational courses, coming from both academic and business environment, staff teaching management courses and staff teaching language courses. Guest speakers and graduates are also invited to join the classes and give seminars to share their experiences. Currently, the programme has five professors, one associate professor, and five assistant professors that all have a PhD degree.
- The research output of the academic staff is a reference of the quality and the progress of the Academic staff and the faculty.
- All classrooms (including the *Graduate Classroom*) and halls in the faculty are equipped with hi-tech audio visual devices as well as fast internet connection to enable our instructors to deliver their respective lessons effectively and efficiently.

### For both programmes

For students with disabilities the following regulations 'Regulation for Education and Exam Applications for Students with Disabilities' have now been established. Disabled students are now given flexible time and help needed in the examination (depending on the disability). Under the framework of "Campus for Disabled Students", all sidewalks in the entire campus has laid down with paving stones for disabled students. Furthermore, EMU has invested and provided disabled students' friendly toilette and elevator in our school building. The weight of exams has been reduced to 60 % of the total assessment. The written exam based structures of the courses have been modified to provide wide range of learning and assessment alternatives for the students and instructors. Furthermore, students are encouraged to conduct academic work and use literature by developing their research and

library skills in their projects and research assignments in different courses (Cf. pp. 21f. Self-Assessment Report Master, pp. 22f. Self-Assessment Report Bachelor).

## Appraisal

According to the panel, the changes that EMU made in the last accreditation period led to a positive development of the programmes. The conditions from the last accreditation of both programmes have been fulfilled.

The statistical data of the programmes confirms that the concept of the programmes is attractive to students. The panel members consider the development of the programmes to be positive.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk Criterion)

#### Tourism and Hospitality Management (B.S.):

The mission of the Bachelor Programme Tourism and Hospitality Management is to prepare experts and professionals that will meet the long term needs of the global and regional tourism sector and its relevant fields. The programme aims to motivate students in becoming creative and innovative individuals in order to prepare them for the professional life. With the advantages provided by the educational programme, supported by relevant practical opportunities, the students pursue a wide spectrum of job opportunities upon their graduation (Cf. p. 34 Self-Assessment Report Bachelor).

The Bachelor study programme at hand aims to teach both vocational and academic skills to fully equip its students with the ability to reflect, to express themselves clearly in word and writing, to maintain values in relation to their chosen profession and to demonstrate self-confidence. In terms of knowledge and understanding, managerial techniques in relevant fields of hospitality, travel and tourism are trained within the programme. Students shall be enabled to demonstrate competence in general business disciplines, management, marketing, accounting, finance and other related business areas. In addition, students should achieve competence in tourism and hospitality operations. They should also perceive the functional relationships between hotels, departments and divisions (Cf. p. 21 Self-Assessment Report Bachelor).

Two mandatory internships are included in the study programme in order to train practical skills and equip students with real-work experience. Particular attention is paid to teaching ethical behaviour in personal and professional activities. As a result of the cultural diversity in the study programme, students shall train their intercultural competences. Students should also be enabled to develop problem-solving skills such as problem analysis and the identification of strategic options. Finally, this programme aims to develop both self-management and teamwork skills (Cf. p. 21, p. 58 Self-Assessment Report Bachelor).

#### Tourism Management (M.S.):

This programme has been designed in consultation with business and industry leaders and reflects the most recent international and local developments in industrial practice and technology. It is designed to prepare students to meet and deal with the challenges in a global perspective. The general mission of the master programme in Tourism Management is to develop advanced professionalism in the field of hospitality and tourism by offering high quality education. This programme aims to prepare graduates equipped with managerial knowledge and skills necessary in hospitality and tourism field. The programme comprises managerial courses including marketing, accounting, and finance with a particular focus on services and hospitality industries. It also considers macro-level issues such as planning and development and other contemporary issues in tourism field. Having completed the programme successfully, graduates will have an understanding of both international and local tourism markets, knowledge of the interdisciplinary aspects of tourism management, the confidence and expertise to plan, to organise and to make managerial and strategic

decisions. In addition, the programme includes a thesis module that shall equip students with academic research and writing skills (Cf. p. 14 Self-Assessment Report Master).

After the successful completion of the programme, students should be enabled to manage hospitality businesses by using data managerial capabilities and research techniques. Beyond this, students should be able to stimulate changes in response to current and future developments, to evaluate different international developments with regard to the role of tourism and to scrutinise the success of the tourism-specific economic policies (Cf. p. 23 Self-Assessment Report Master).

Finally, time management and self-management skills as well as presentation methods and teamwork skills shall be acquired. Upon graduation, the graduates can develop their careers in a range of managerial positions in hospitality and tourism organisations, government units responsible for planning and policy development, research and consulting in hospitality industry (Cf. p. 23 Self-Assessment Report Master).

## Appraisal:

During the digital assessment the qualification objectives of the programmes were explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual students' personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

According to the University's own mission statement, internationality is one of EMU's core values. The University and its faculty serve an internationally diverse student body. Additionally, EMU further promotes internationality by hiring faculty members with diverse cultural backgrounds and experiences (Cf. p. 55 Self-Assessment Report Master, p. 57 Self-Assessment Report Bachelor). The Faculty of Tourism has 20 full time and 19 part time faculty members from six different countries sharing their international experiences in professional and academic fields. Ten PhD holders of the Faculty received their degrees from the universities outside of North Cyprus.

EMU aims to provide international students with full and comprehensive information about various activities and projects that include student exchange programmes at the International Office under the supervision of Vice Rector for International Affairs.

Both programmes aim to offer high quality education giving special emphasis to internationalisation. English is the programmes' medium of instruction; therefore all courses are taught in English. The students have the opportunity to take courses in other countries through student exchange programmes. EMU has signed student exchange agreements with different HEIs in countries like the USA, the UK, South Korea, Austria, Canada, China, India, Italy, Denmark, Iran, Lebanon, Belgium and Kirghizstan (. For example, since 2019 students of EMU have the opportunity to continue their studies in the United States of America at Virginia Tech University. The agreement between EMU and Virginia Tech University foresees that Tourism and Hospitality Management students can study in the USA for a year after completing three years at EMU (Cf. p. 27 Self-Assessment Report Master).

The following table shows the number of international students who are currently registered in both programmes (Cf. 25f. Self-Assessment Report Master):

**Table 3 Nationalities of International Students in 2020 (Bachelor/ Master)**

Tourism and Hospitality Management Undergraduate Program		Tourism Management Master	
SYRIA	3	CONGO	3
IRANIAN	41	IRANIAN	31
PEOPLE'S REPUBLIC OF CHINA	4	MAROCCO	10
MOROCCO	12	AZERBAIJAN	4
NIGERIA	21	INDIA	1
SOUTH AFRICA	2	TRNC	32
TC	29	TC	9
QATAR	1	RUSSIA	1
RUSSIA	5	ZIMBABVE	4
BURUNDI	1	PEOPLE'S REPUBLIC OF CHINA	2
PAKISTAN	13	BANGLADESH	1
BRITAIN	1	JORDAN	1
TRNC	24	PAKISTAN	1
BELARUS	1	IRAQ	1
UKRAINE	3	TAJIKISTAN	1
ZIMBABVE	8	TANZANIA	1
LEBANON	3	CAMEROON	2
ISRAEL	2		
KAZAKHISTAN	8		
UGANDA	5		
TURKMENISTAN	8		
JORDAN	11		
KENYA	1		
EGYPT	2		
UNITED STATES OF AMERICA	1		
CONGO	2		
AZERBAIJAN	1		
GAMBIA	4		
TUNISIA	1		



KYRGYZSTAN	1
CANADA	1
IRAQ	1
ZAMBIA	1
RWANDA	1
PALESTINE	3
INDIA	1
TAJKISTAN	1
SPAIN	1

According to EMU, currently 89.5 % of the Tourism and Hospitality Management Undergraduate Programme and 79.2 % of the Tourism Management Master are international students. Overall, for the period 2015 to 2020, 80.22 % of students in Tourism and Hospitality Management Undergraduate Programme and 75.23 % in Tourism Management Master Programme were international students.

The programmes are promoting international cooperation and mobility, as well as the international orientation of the programmes with regard to teaching and study. With its foreign language teaching, international focus in courses, availability of student exchange as well as scholarships provided to overseas students, the internationalisation of the programmes and the employability of graduates on the international labour market shall be promoted (Cf. p. 26 Self-Assessment Report Master, p. 27 Self-Assessment Report Bachelor).

### Appraisal:

During the online conference, the panel could be convinced that international outlook is important to the University as it serves an internationally diverse student body. The interview rounds with the programme management, the lecturers and the students have shown that international aspects are taken into account. With the international orientation of the curriculum's content, the diverse cultural background of the academic staff and their experience abroad, the panel formed the view that the programme design of both programmes takes into account the required international aspects with respect to the graduates' employability, and enables graduates to competently handle international tasks.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)		X			

## 1.3 Positioning of the study programmes

EMU states that the demand for higher education in North Cyprus, located at the crossroads of Asia, Africa and Europe, is very high. Students of the programmes are mainly from Turkey, Nigeria, Iran, Central Asia, the Middle East and other African countries. Due to the structure and the international outlook of the tourism industry, the language of instruction is English,

enabling a high amount of foreign students to emerge in the study programmes at hand (Cf. p. 29 Self-Assessment Report Master, p. 29 Self-Assessment Report Bachelor).

Considering the demand for higher education in tourism regionally, nationally and internationally, the programme aims to attract students from Central Asia, the Middle East, Africa and Turkey. Considering the tourism profile and potential of Turkey and North Cyprus, German and French are offered as a second language. Upon graduation, students shall be able to compete in international, national as well as regional job markets (Cf. p. 29 Self-Assessment Report Master, pp. 29f. Self-Assessment Report Bachelor).

According to EMU, graduates have a wide spectrum of job opportunities in the tourism sector, i.e. in transportation companies, international hotel chains, airlines and marine companies. Students in the study programmes may carry out their internship at EMU's own Hotel (EMU Beach Club) right away or in other hotels and holiday villages in Turkey, Cyprus and abroad. Students are frequently offered job opportunities in these organisations following the completion of their studies (Cf. 29f Self-Assessment Report Master).

In order to follow up the required skills and abilities in the industry, in Advisory Board meetings, the Faculty asks for the opinions of the industry employers. The acquired results should enable to provide the insights regarding the necessary courses that should be offered to the students in the programme. This resulted in courses such as 'Hospitality Operations Management' being added to the curriculum in the Master's degree programme after one of the most mentioned subject by the employers was related to research skills and contemporary systems to find-out and solve the industry problems. The same applies to the Bachelor's degree programme: According to EMU, in the last three years, one of the most mentioned subject by the employers was related to effective usage of technology. Therefore, EMU has added electronic reservation systems such as OPERA and AMADEUS into the curriculum to enable students to compete in the job markets (Cf. pp. 103f. Self-Assessment Report Master, p. 111, p. 29 Self-Assessment Report Bachelor). Particularly, EMU is an internationally oriented University with the aim of continuous quality assessment and improvement. Its mission is to offer contemporary, sustainable and quality education at international standards, conduct research, contribute to the needs of the society and meet the needs of all stakeholders and graduate students in a multicultural environment with international knowledge and competences. According to EMU, due to their teaching and research output, their cooperation with academic institutions and strong focus on industry practice, such as internships in cooperation with enterprises, the programmes at hand take an important place within the HEI's overall strategy (Cf. pp. 30ff. Self-Assessment Report Master, pp. 30ff. Self-Assessment Report Bachelor).

## Appraisal:

In the view of the panel, the positioning of both programmes within the Northern Cyprus education market is plausible.

The University involved industry employers in the further development of the programmes, and has comprehensively incorporated the results in the study programmes. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The programmes are clearly integrated into the University's strategic concept. Each study programme's qualification goals are in line with the EMU's mission and strategic planning for an international University profile.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme			X		
1.3.1	Positioning of the study programme in the educational market					
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

The University's Registrar's Office manages undergraduate and graduate programmes admissions. Regulations regarding student admissions are categorised for different nationalities as follows:

### Admission requirements for Bachelor programmes:

#### a) **Nationals of Turkish Republic of Northern Cyprus (TRNC):**

TRNC Nationals who are high school graduates are admitted if they show a satisfactory performance at the university entrance examination administered by Eastern Mediterranean University (EMU). Alternatively, TRNC students are admitted if they hold UK-Based GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade of 'C' or above. As a third option, TRNC Nationals can take the central Turkish exam (YKS) described further in (b) below. The score required from the national TRNC students goes up with a rising demand for the programmes. If the demand declines the score goes down. Student admission numbers are set by the University administration in consultation with the Faculties and academic departments. Then these numbers are approved by the University Executive Council and the University Senate (Cf. p. 34 Self-Assessment Report Bachelor).

#### b) **Turkish Nationals:**

Students from mainland Turkey are admitted to the University through a central Turkish University Entrance Examination (YKS) administered by the Office of Student Selection and Placement (ÖSYM). This examination is organised by Turkish Higher-Education Council for the placement of the Turkish students into Turkish Universities in Turkey and the Turkish Cypriot Universities in TRNC. Successful students who include the programmes in their list of preferences are placed in the programme based on their scores. Student admission numbers are set by Turkish Higher-Education Council because these students take an entrance exam administered by this institution (Cf. p. 34 Self-Assessment Report Bachelor).

#### c) **Foreign Nationals**

International students other than Turkish/TRNC nationals who have a high school diploma/certificate or equivalent obtain acceptance according to their academic performance. An international student with a minimum average diploma grade of 'C' is admitted to the programmes. Alternatively, international students are admitted, if they hold GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade 'C' or above. Student admission numbers are set by the University administration in consultation with the Faculties and academic departments. These numbers are then approved by the University Executive Council and the University Senate. The University maintains a list of minimum acceptable criteria for different countries, which are published at official University website (Cf. p. 35 Self-Assessment Report Bachelor).

All applicants are required to take the English Language Proficiency Test at EMU and achieve the minimum English Language requirements. This requirement is waived for students with internationally accepted English Language certificates. Students with a minimum IELTS score of 6.0 and a TOEFL score of 537/203/75 (paper-based/computerised/Internet-based) are exempted from the English Language Proficiency Test. GCE/IGCSE/GCSE English subject score of minimum grade 'C' can also be used for the English Language Proficiency Test exemption. The exempted students are directly admitted to the Bachelor programmes (Cf. 35 Self-Assessment Report Master).

### **Admission requirements for Master programmes:**

Applications are accepted twice a year for Fall and Spring semesters. Application deadlines are announced on the website of EMU's Institute of Graduate Studies and Research<sup>5</sup>.

Prospective applicants (from TRNC, Turkey and foreign countries) are required to have a Bachelor's Degree in the field of tourism or in a tourism-related field with CPGA<sup>6</sup> greater than 2.50/4.00. The Turkish Republic and TRNC citizens must have a programme relevant valid ALES<sup>7</sup> score of a minimum of 55. GRE (mathematical) = 610 or GMAT= 450 are equivalent to ALES=55. For international students no other additional admission regulations are required.

Furthermore, evidence of English language ability is required. Students with a minimum IELTS score of 6.5 and a TOEFL score of 79 are exempted from the English Language Proficiency Test. According to a decision taken by the Student Selection and Placement Center (ÖSYM) on 14.02.2014, IELTS test scores cannot be used for exemption by Turkish citizens. If students do not have a valid English language qualification that meets EMU requirements the language level will be assessed by examination at EMU. EMU Proficiency Test scores and completed English language courses are valid for two years and can be transferred to other EMU graduate degree programmes within this period.

Based on this assessment, one of the following will apply:

- students will be exempt from the English Language Support Program and begin their studies directly;
- students will study English courses together with the programme courses;
- students will study intensive English courses first (with no programme courses) before they start the Master programme.

Candidates who have graduated from an EMU English medium postgraduate programme within the last two years and Applicants who are citizens of countries where the official language is English do not need to submit evidence of English language ability and are exempt from all English language courses.

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<sup>5</sup> <https://grad.emu.edu.tr/en/admission/admission-requirements>; accessed on 16.04.21

<sup>6</sup> CPGA (cumulative grade point average) is a measure of a student's performance for all of his or her courses.

<sup>7</sup> ALES (Akademik Personal ve Lisansüstü Eğitim Sınavı): The ALES Test is used for applicants intending to study in Turkey, especially those applying for postgraduate studies (graduates). ALES is a talent test that is valid for up to three years and consists of 4 sections (Two sections related to mathematics (quantitative) and two sections related to language (verbal)).

Admission policies are published in the University promotion materials, on the University website (Undergraduate Admission: <https://www.emu.edu.tr/en/prospective-students/undergraduate/undergraduate-admission/1292>; Graduate Admission: <https://grad.emu.edu.tr/en/admission>) and in publications supporting individual programmes. Country specific admission criteria information is also available on the website. Applicants are supported by admission advice provided by representatives employed in Promotion Offices of the University located in different countries. Students can also use 'Chat Live' links on programme homepages to ask EMU staff questions about admission. The final admission decision is communicated to the students in written form. For international students, information on traveling to Cyprus, visa procedures, accommodation both on and off-campus, emergency phone numbers and e-mail addresses are also provided on the website (Cf. 35f. Self-Assessment Report).

## Appraisal:

EMU has clearly regulated the admission requirements for the two programmes. The admission standards for nationals, Turkish and international students are explained in a logical and transparent manner and are accessible online for the general public. The national requirements such as the Central Turkish University Entrance Examination are taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. The counselling options are based on the target group's needs. The panel appreciates that besides national applicants, especially foreign applicants, receive a very good support and advice, which will make it easier for prospective students to enter the University.

The selection procedure is transparently presented on the website and ensures that qualified students are admitted. The admission requirements such as the need to proof certain language proficiency ensure that students are able to complete successfully the study programmes.

The admission procedure is described, documented, and transparently presented on the website for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

Structure of the study programme Tourism and Hospitality Management (B.S.):

**Table 4 Curriculum Bachelor Tourism and Hospitality Management (B.S.)**

Semester	Reference Code	Course Code	Course Name	Credit	ECTS
1	52711	THRM 111	Introduction to Tourism Industry	3	5
1	52712	THRM 113	Introduction to Lodging Industry	3	5
1	52713	THRM 115	Tour Operators and Travel Agencies	3	5
1	52714	ENGL 105	Communication Skills for Tourism and Recreation Industry I	3	6
1	52715	TGER 117	Basic German for Tourism and Recreation Industry I	3	6
1	52716	TUSL 181/ HIST 280	Turkish as a Second Language / Ataturk's Principles and Turkish Reforms	2	3
<b>Total ECTS:</b>					<b>30</b>
2	52721	THRM 112	Housekeeping Operations	3	5
2	52722	THRM 114	Food and Beverage Operations	3	5
2	52723	THRM 116	World Destinations	3	6
2	52724	ENGL 106	Communication Skills for Tourism and Recreation Industry II	3	6
2	52725	TGER 118	Basic German for Tourism and Recreation Industry II	3	6
<b>Total ECTS:</b>					<b>28</b>

#### **SUMMER TRAINING**

<b>52726</b>	<b>THRM 100</b>	<b>Industrial Training I</b>	<b>0</b>	<b>8</b>
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3	52731	THRM 211	Front Office Operations	3	5
3	52732	THRM 213	Food Production I	3	5
3	52733	THRM 215	Computerized Systems for Travel Industry	3	5
3	52734	TENG 217	English for Tourism and Recreation Industry I	3	6
3	52735	TGER 219	German for Tourism and Recreation Industry I	3	6
<b>Total ECTS:</b>					<b>27</b>



4	52741	THRM 212	Cost Analysis and Control	3	5
4	52742	THRM 214	Food Production II	3	5
4	52743	THRM 216	Computerized Systems for Hospitality Industry	3	5
4	52744	TENG 218	English for Tourism and Recreation Industry II	3	6
4	52745	TGER 220	German for Tourism and Recreation Industry II	3	6
<b>Total ECTS:</b>					<b>27</b>
5	52751	THRM 311	Sustainable Tourism Development	3	6
5	52752	TMKT 313	Marketing for Tourism and Recreation Industry I	3	6
5	52753	TACC 315	Accounting for Tourism and Recreation Industry I	3	6
5	52754	TMAN 317	Introduction to Management in Tourism and Recreation Industry	3	6
5	52755	AE - 01	Area Elective - I	3	5
<b>Total ECTS:</b>					<b>29</b>
6	52761	THRM 312	Food and Beverage Management	3	5
6	52762	AE - 02	Area Elective II	3	5
6	52763	TMKT 314	Marketing for Tourism and Recreation Industry II	3	6
6	52764	TACC 316	Accounting for Tourism and Recreation Industry II	3	6
6	52765	UE - 01	University Elective	3	5
<b>Total ECTS:</b>					<b>27</b>

### **SUMMER TRAINING**

<b>52766</b>		<b>THRM 200</b>	<b>Industrial Training I</b>	<b>0</b>	<b>8</b>
7	52771	THRM 411	Tourism Policy and Planning	3	6
7	52772	TMAN 413	Human Resources Management for Tourism and Recreation Industry	3	6
7	52773	TECN 415	Economics for Tourism and Recreation	3	6
7	52774	AE - 03	Area Elective - III	3	5
7	52775	UE - II	University Elective - II	3	5
<b>Total ECTS:</b>					<b>28</b>
8	52781	THRM 412	Research Methods in Tourism	3	6
8	52782	THRM 414	Ethics and Social Issues in Tourism	3	6
8	52783	TMAN 416	Financial Management for Tourism and Recreation Industry	3	6
8	52784	AE - 04	Area Elective - IV	3	5
8	52785	UE - 03	University Elective - III	3	5
<b>Total ECTS:</b>					<b>28</b>

**Table 5: Area Elective Courses:**

	Course Code	Course Title	National Credits (CP)				ECTS
			Lec	Lab	Tut	Total	
1.	IHMA420	Hotel Brand Management	3	0	0	3	5
2.	IHMA421	Innovation and Entrepreneurship in the Hospitality Industry	3	0	0	3	5
3.	IHMA422	Service Quality Management	3	0	0	3	5
4.	IHMA423	Leadership in Hotel Industry	3	0	0	3	5
5.	IHMA424	Sales Management in Hotel Industry	3	0	0	3	5
6.	IHMA425	Customer Relationship Management	3	0	0	3	5
7.	IHMA426	Wine Basics	3	0	0	3	5
8.	IHMA427	Revenue Management for Hotels	3	0	0	3	5
10.	IHMA428	International Tourism Law	3	0	0	3	5
11.	IHMA429	Banquet Management	3	0	0	3	5
12.	IHMA430	Cases in International Hotel Management	3	0	0	3	5
13.	IHMA432	Ethics in Hospitality Industry	3	0	0	3	5
14.	IHMA433	Hotel Facilities Design and Project Management	3	0	0	3	5
15.	IHMA434	Hotel Management Simulation	3	0	0	3	5

The programme aims to prepare students for middle and upper level administrative positions in the tourism and hospitality industry. According to EMU, the curriculum has been designed to meet the expectations of the industry and to respond to future demands as the industry develops (Cf. p. 34 Self-Assessment Report Bachelor).

The curriculum takes the programme objectives into consideration. The programme corresponds in particular to the outcomes-based approach. Learning outcomes of the programme are developed and translated into the programme and its courses, taken into account the requirements of the graduate not on the basis of knowledge, skills, but also attitudes and professional ethics.

Introductory courses are offered in freshman year (first year) such as introduction to tourism and lodging industries, travel industry, and language courses. . At the end of the first year, students will perform their first summer internship ("THRM100 Industrial Training I") for 60 working days to recognise different components of the tourism and hospitality industry.

Sophomore students (second year) have to take the operational courses, such as food and beverage operations and housekeeping operations, to develop their vocational skills. Furthermore, they are taking management courses such as Human Resources Management for Tourism and Recreation Industry, Introduction to Management in Tourism and Recreation Industry or Financial Management for Tourism and Recreation Industry in order to combine their gained knowledge about the industry with business administration knowledge as well as management theories and approaches.

In junior (third) and senior (fourth) year, students have to take further management courses to develop their managerial skills for administrative positions in the tourism and hospitality industry. Elective courses in the junior and senior years are introduced to supplement the programme and to provide an interdisciplinary and international background. After the sixth

semester, students have to carry out another summer internship for 60 working days (“THRM 200 Industrial Training II”) in order to apply and develop their managerial skills in relevant fields of tourism and hospitality industry and demonstrate ethical behaviour in personal and professional activities as indicated in the programme outcomes (Cf. p. 33 Self-Assessment Report Bachelor).

The internships are arranged and offered by assigned Internship Coordinators. During the training period, the Coordinators will visit the establishments, check the students’ progress and adaptation, and receive feedback about the students conduct and performance. An evaluation form will be completed for both student and employer. Following completion of exit interviews by the Internship Committee, the training evaluation results will be entered on the students portal and marked as (S) for Satisfactory or (U) for Unsatisfactory. Any Unsatisfactory Internship must be re-taken.

Tourism and hospitality related courses, such as introduction to tourism and lodging industry, tour operators and travel agencies, front office and housekeeping operations, food and beverage operations, food production and food and beverage e.g. are offered by the experts from the different areas in the tourism and hospitality industry. As part of the curriculum, students practice in the demo kitchen and the restaurant for food and beverage courses. Moreover, hotels are visited during front office and housekeeping operation courses. Field trips are another application for environmental awareness (Cf. p. 36 Self-Assessment Report Bachelor).

The programme promotes interdisciplinary thinking by offering courses from different aspects. The courses are also delivered by academic staff coming from different backgrounds and disciplines. During their research method course students are encouraged to work on case studies and projects that require interdisciplinary thinking and approach. Students are also exposed to courses and elective courses from different faculties/departments to promote and develop interdisciplinary thinking (Cf. p. 37 Self-Assessment Report Bachelor).

Students are introduced to scientific practices and social research methods in tourism through the Research Methods course in their final semester. It provides students with the knowledge and understanding of the theoretical, methodological and ethical issues in research as well as providing students with skills to enable them to do academic reading, literature review writing, research approach identification and strategies, research design, data collection, data analysis, interpretation and the presentation of research findings. Students are required to produce either an individual thesis or work together as a group to do so. Graduating students will focus on a preferred specific research area in order to deepen their knowledge through rigorous academic research methods as well as reporting their findings. Through this course, students will transform their theoretical research knowledge into applied research. The course of the study consists of preparing a comprehensive and cohesive literature review, building a robust research design and methodology to investigate the research questions under investigation and making use of proper referencing techniques to cite related research findings.

Students are assessed and evaluated on a semester basis. For each course, they are offered the “Term grade” which refers to the level of achievement a student has reached in a given course at the end of the relevant semester. In calculating the term grade and final

examinations, and laboratory/workshop reports and/or examinations, quiz, project and/or homework grades are all taken into consideration. Students are evaluated and assessed according to the Regulations for Education, Examinations and Success<sup>8</sup>.

Teaching activities are aligned with the learning outcomes of the course in terms of form and content in order to attain the qualification in question. Students provide evidence via examinations, projects, case studies, presentations and quizzes that they are capable of doing academic work and hence demonstrate that they achieved the intended learning outcomes.

After successful completion of the study programme, students obtain the degree of Bachelor of Science in Tourism and Hospitality Management. According to the University, the curriculum qualification title is in line with the focus of the programme content and national requirements. The programme covers tourism, hospitality and managerial components (Cf. p. 3 Self-Assessment Report Bachelor).

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<sup>8</sup> [http://mevzuat.emu.edu.tr/5-1-0-Regulation-Education\\_Examination\\_Success.htm](http://mevzuat.emu.edu.tr/5-1-0-Regulation-Education_Examination_Success.htm); accessed of 16.04.21

Structure of the study programme Tourism Management (MS.):

**Table 6 Curriculum Master Tourism Management (M.S.)**

**With thesis:**

**First Year – Fall Semester**

Ref. Code	Course Code	Course Name	Credit	ECTS
B15R3	TOUR 503	Managerial Accounting for Tourism and Hospitality Industry	3	6
B15R4	TOUR 504	Marketing Management for Tourism and Hospitality Industry	3	6
B15R5	TOUR 505	Tourism Planning and Policy Developing	3	6
B15R7	TOUR XXX	Elective	3	6
<b>Total ECTS:</b>				<b>24</b>

**First Year – Spring Semester**

Ref. Code	Course Code	Course Name	Credit	ECTS
B15R1	TOUR 501	Organizational Behavior and Human Resource Management in the Tourism and Hospitality Industry	3	6
B15R2	TOUR 502	Strategic Management for Tourism and Hospitality Industry	3	6
B15R6	TOUR 506	Financial Management in the Tourism and Hospitality Industry	3	6
B15RS	TOUR 598	Seminar	0	6
<b>Total ECTS:</b>				<b>24</b>
B15R0	TOUR 500	Master Thesis	0	18

**Total ECTS = 66**

**Without Thesis (not subject of the accreditation):**

**First Year – Fall Semester**

Ref. Code	Course Code	Course Name	Credit	ECTS
B15T3	TOUR 503	Managerial Accounting for Tourism and Hospitality Industry	3	6
B15T4	TOUR 504	Marketing Management for Tourism and Hospitality Industry	3	6
B15T5	TOUR 505	Tourism Planning and Policy Developing	3	6
B15T9	TOUR XXX	Elective	3	6
B15TA	TOUR XXX	Elective	3	6
<b>TOTAL ECTS:</b>				<b>30</b>

**First Year – Spring Semester**

Ref. Code	Course Code	Course Name	Credit	ECTS
B15T1	TOUR 501	Organizational Behavior and Human Resource Management in the Tourism and Hospitality Industry	3	6
B15T2	TOUR 502	Strategic Management for Tourism and Hospitality Industry	3	6
B15T6	TOUR 506	Financial Management in the Tourism and Hospitality Industry	3	6
B15T7	TOUR XXX	Elective	3	6
B15T8	TOUR XXX	Elective	3	6
<b>TOTAL ECTS:</b>				<b>30</b>
<b>B15TP</b>	<b>TOUR 550</b>	<b>Project</b>	<b>0</b>	<b>6</b>

**Total ECTS = 66**

There are two different options in this programme: a Thesis or a Non-Thesis Tourism Management Programme. The Non-Thesis Programme is designed to furnish the students with necessary academic background for their further professional development. Students in this Programme have to take ten courses (six core courses and four elective courses) and present a term project in order to successfully complete their studies.

The Master with Thesis aims to equip graduates with managerial knowledge and skills that are necessary in tourism management. The programme comprises managerial courses including marketing, accounting, and finance with a particular focus on services and hospitality industries. It also considers macro level issues such as planning and development and other contemporary issues in tourism field. Students in this programme have to take nine courses (six core courses, one elective, one Seminar and the Master Thesis). In both programmes the instruction language is English (Cf. p. 41 Self-Assessment Report Master).

The first semester in both programmes consists of three core courses, Managerial Accounting for Tourism and Hospitality Industry, Marketing Management for Tourism and Hospitality Industry and Tourism Planning and Policy Developing as well as one elective course. For the elective course students can choose out of the following: “Contemporary Issues in International Hospitality and Tourism”, “Service Quality Management in Tourism Industry”, “Research Methods”, “Advance Food Beverage Management”, and “ Hospitality Operation Management”. The Managerial Accounting in Tourism and Hospitality Industry course focuses on the use of financial information for managerial decision making in the international hotel and tourism industry. This course develops the students’ ability to use accounting techniques as an aid to planning and controlling operations as well as giving an understanding of company accounting/reporting process. At the end of this course the students should be able to measure business performances through the use of strategic performance measurement techniques, prepare profit planning frameworks, understand and set business budgets, and use contemporary pricing issues in decision making. The Marketing Management for Tourism and Hospitality Industry course intends to provide students with detailed information about the marketing environment, components of the marketing mixture, market segmentation, and planning. This course is concerned with the development, evaluation, and implementation of marketing management in the tourism and hospitality industry. The course also deals primarily with an in-depth analysis of a variety of concepts, theories, facts, analytical procedures, techniques, and models. The last core course in the first semester aims to achieve an understanding of tourism development through providing knowledge about planning techniques and principles of policy making

processes. The main emphasis is on tourism development and issues specific to today's tourism industry (Cf. pp. 37ff. Self-Assessment Report Master).

During the second semester, students have to complete the courses Organizational Behaviour and Human Resource Management in the Tourism and Hospitality Industry, Strategic Management for Tourism and Hospitality Industry and Financial Management in the Tourism and Hospitality Industry. Moreover, the study programme contains the obligatory seminar course and the Master Thesis along with its defence. The purpose of the first course in this semester is to study human behaviour in service industries; especially in hospitality organisations, at an individual and group level. Specific attention will be paid to using organisational behaviour concepts for developing and improving interpersonal skills. The course also aims to broaden the student's perceptions on the causes and effects of interpersonal and group behaviour, its dynamics and influences, and organisational behaviour relating to organisational climates, conflict and structural design (Cf. pp. 37ff. Self-Assessment Report Master).

The second course focuses on how firms formulate, implement, and evaluate strategies. This course aims to make students use all the knowledge obtained from past courses coupled with new strategic management techniques learned, for charting the future direction of service organisations. The final core course in this semester focuses on the use of financial information for managerial decision making in the international hotel and tourism industry. The aim of the course is to equip students with the fundamentals of finance through a balanced incorporation of advanced theory with ongoing practice. The focus will be on understanding of corporate financial environment together with multinational corporations, time value of money, analysis of financial statements and understanding financial planning (Cf. p. 37 Self-Assessment Report Master).

Integration of theory and practice is ensured via research, by doing fieldwork in the Master thesis. Also, guest lectures with industrial background are invited to contribute to the programme by giving lectures occasionally. The programme promotes interdisciplinary thinking by offering courses from different managerial disciplines (Cf. p. 43 Self-Assessment Report Master).

The courses are also delivered by academic staff coming from different backgrounds and disciplines. While working on the final thesis, interdisciplinary thinking is required. Students train their methodological skills by conducting research and academic work using i.e. literature in their project and research assignments in different courses (Cf. pp. 44f. Self-Assessment Report Master).

After successful completion of the study programme, students obtain the degree of Master of Science in Tourism Management. According to the University, the curriculum qualification title is in line with the focus of the programme content and national requirements. The programme covers tourism and managerial components (Cf. p. 43 Self-Assessment Report Master).

#### Both programmes:

Faculty members are encouraged to cover ethical issues and principles relevant to the concepts covered in their course. EMU also offers Ethical and Social Responsibility courses. The Ethics and Social Issues in Tourism course is currently offered as an elective course.

## Appraisal:

The programme structure of both programmes supports the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programmes consist of modules and assign credits per course on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The areas of specialisation (Elective) enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives.

The programmes are characterised by its practical orientation. Theoretical questions are, where possible, explained by means of practical examples. The study programmes have special practical components, which are manifested directly in the practice-oriented curricular components, such as industrial training (Bachelor).

For the internships (Bachelor), students must prepare an internship report. Students must describe in this report what tasks they have worked on during their internship. However, in the internship reports provided by the Faculty, the panel was missing the experienced and learned management aspects. Since students should also learn management content and skills during their internship, the panel **recommends** explicitly requesting information on the management tasks and corresponding acquired skills in the internship report.

There is evidence that the programmes qualify for interdisciplinary thinking. The identification and reflection of ethical aspects are part of the study programmes. In the Bachelor's degree, the course "Ethics in Hospitality Industry" sufficiently incorporates the ethical implications into the curriculum. Also in the master's degree, ethic aspects are taken up as cross-cutting topics or as university elective courses.

Methodological competence and the ability to work scientifically are taken into account to an appropriate extent in the curriculum. The panel is convinced that the students are sufficiently qualified for scientific work. However, since in the Bachelor's programme the research methods module is offered in the last semester, the panel recommends integrating such a module at the beginning of the programme. In this way, students can learn about scientific work as well as about quantitative and qualitative methods at an earlier stage and use this knowledge in the course of their studies.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. At the end of study the students must prepare a final thesis or a semester project (non-thesis Master programme). The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. In the project students demonstrate their professional knowledge; apply managerial and practical skills, using effectively information technology skills and competences.



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

### 3.2 Structure

	Tourism and Hospitality Management (B.S.)	Tourism Management (M.S.)
Projected study time	4 years (8 semesters)	2 years (4 semesters)
Number of Credit Points (CP)	122 CP / 240 ECTS	21 CP/ 66 ECTS (with Thesis)
Workload per CP	30	30
Number of modules	40 courses	7 courses + Thesis 10 courses + Term Project
Time required for processing the final thesis and awarded CP	n.a.	14 weeks 18 ECTS credits

#### Tourism and Hospitality (B.S.):

The Tourism and Hospitality Programme has 40 courses (8 general tourism and hospitality field courses, 7 managerial courses, 10 specific area courses/specializations, 8 language courses - 4 of them are German and 4 of them are English, and 7 elective courses -3 of them are University, 4 of them are area elective courses. Additionally, as part of the Turkish Higher Education Council (YÖK) recognition requirement, Turkish students take "History of Turkish Reforms" foreign students take "Turkish as a Second Language" courses as well. In addition, practical courses such as the internships and weekly work experience are compulsory. In general, the courses of the programme are taught using lecture sessions with the aid of laboratory and/or tutorial sessions where physical attendance of the students is compulsory. The University regulations make it possible for the successful students to graduate sooner by taking higher course loads. If their grade point average (GPA) is above 3.00/4.00 the students are eligible to register an extra course in addition to their normal load, and/or by registering to summer school courses.

#### Tourism Management (M.S.):

The minimum course requirement in the Tourism Management Programme with thesis option is the completion of 21 credits comprising seven 3-credit courses. Furthermore, the

students are required to successfully complete a non-credit seminar course aimed at training the student to prepare written and oral scientific presentations, and a non-credit Master thesis<sup>9</sup>. In the programme with thesis students have to take in total 9 courses (six compulsory courses, one elective, one seminar and the master thesis).

As per feedback provided by FIBAA during the initial accreditation process, the school/ faculty took steps to improve the application of the ECTS system. The ECTS calculation is based on the workload. For each course, the school/ faculty calculated lecture and tutorial hours as well as the time necessary to complete assignments and other course-related activities.

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<sup>9</sup> According to the guidelines of the Cyprus Ministry of Education and Culture, non-credit courses such as seminars, specialization courses, semester projects and theses are given without a credit value. However, ECTS credits are still awarded.

In the following an examples for ECTS calculations according to the workload is provided:

Course Code: TOUR 503 Number of ECTS credits: 6 ECTS (student work load: 180)			Course Name: Managerial Accounting for Tourism and Hospitality	Instructor Name: Asst. Prof Dr. Mine Haktanir			Date:
Week	Course LOS	Program LOS	Educational Activities	Student Work Load			Weight of Asses. (%)
				Lectures	Independent Work	Assessment Hours	
1	1,8,9	2,3,4,7	Lecture 1: Introduction and discussion of trends in Management Accounting	3	2		
2	2,3 /	2,3,4,5	Lecture 2: Uniform systems of hotel accounts and financial performance evaluation	3	2		
3	4,11	1,2,7	Lecture 3: Performance Measurement Frameworks	3	2		
4	4,7,9,11,	1,8, 9,10,13	Lecture 4: Performance Measurement reading and presentations	3	5		
5			<b>Midterm Exam</b>			<b>Exam – 25 hrs.</b>	<b>25</b>
6	5,12	1,2,4,7	Lecture 5: profit planning frameworks and theoretical discussions	3	2		
7	5,7,8,9,12	1,8, 9,10,13	Lecture 6: Presentations and practical studies on profit planning	3	5		
8	5,12	1,2,7	Lecture 7: Profit control and Improvement	3	2		
9	5,7,8,9,12	1,8, 9,10,13	Lecture 8: Practical examples and case study presentations on profit control	3	5		
10	3,4	1,2,7	Lecture 9: Budgets and forecasts	3	2		
11	3,4,7,8,9	1,8, 9,10,13	Lecture 10: Practical examples and case study presentations on budgeting	3	5		
12	6,12	1,2,7	Lecture 11: Price determination	3	2		
13	6,7,8,9,12	1,8, 9,10,13	Lecture 12: Practical examples and case study presentations on pricing	3	5		
14			<b>Final Exam</b>			<b>Article reading and presentation-30 hrs.</b>	<b>25</b>
						<b>Exam – 40 hrs.</b>	<b>40</b>
						<b>Homework-10 hrs.</b>	<b>10</b>
<b>Total</b>	<b>180</b>			<b>36</b>	<b>39</b>	<b>105</b>	<b>100</b>

“Credit-hours” quantify the amount of education taken in each semester. The number of weekly lecture hours is taken into account when calculating the credit-hour value. Each weekly lecture hour counts as 1 credit-hour. Laboratory and tutorial hours are also taken into account. ECTS system: 1 ECTS = 30 hours of weekly workload EMU system: 1 EMU Credit = 1 lecture hour 0.5 EMU Credit = 1 laboratory hour.

EMU asks students in the course evaluation forms, which are conducted online for every course at the end of every semester, how much time they spent on the course work. Review of student input through course evaluations provides the opportunity to confirm that the course load is manageable. Whenever problems/discrepancies are detected/reported, steps to make adjustments are taken in collaboration with course instructors. Furthermore, EMU has taken steps regarding the implementation of relative grading according to ECTS Users Guide:

**Table 7 Example Grading Table**

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage of students who receive this grade	16,21%	8,25%	9,04%	8,83%	6,52%	5,47%	5,64%	4,13%	4,56%	8,59%	4,89%	17,89%
Number of students who receive this grade	1425	725	795	776	573	481	496	363	401	755	430	1573
A student receiving this grade has scored in this top percentile group	16,21%	24,45%	33,49%	42,32%	48,83%	54,30%	59,95%	64,07%	68,63%	77,22%	82,11%	100,00%

Student course performance is evaluated by using continuous assessment mechanisms that include midterm and final examination(s), quizzes, assignments, in-class activities/exercises, and course projects. Average mark of the student is converted to a letter grade by the course instructor. These mechanisms are organised in order to check the students’ abilities in meeting the course and programme outcomes. During the evaluation process, the students are given a mark which is typically out of 100 and then at the end of the semester the cumulative average mark of the student is converted to a letter grade by the course instructor. The letter grades are organised on a 4.00 point grading scale. The letter grades, their grade point equivalence and respective descriptions are given in the following table (Cf. p. 48 Self-Assessment Report Master, pp. 46f. Self-Assessment Report Bachelor):

**Table 8 The Letter grades**

Grade	Grade Point Equivalent	Description
A	4.0	Superior Pass in a credit-course
A-	3.7	Superior Pass in a credit-course
B+	3.3	Very Good Pass in a credit-course
B	3.0	Very Good Pass in a credit-course
B-	2.7	Very Good Pass in a credit-course
C+	2.3	Pass in a credit-course
C	2.0	Pass in a credit-course
C-	1.7	Conditional Pass in a credit-course
D+	1.3	Conditional Pass in a credit-course
D	1.0	Conditional Pass in a credit-course
D-	0.7	Failure in a credit-course
F	0.0	Failure in a credit-course
NG	0.0	Failure in a credit-course due to disinterest of the student
S	-	Satisfactory (Pass in a non-credit-course)
U	-	Unsatisfactory (Failure in a non-credit-course)
I	-	Incomplete (work with excuse, grade to be given later)
W	-	Withdrawal from a course

Grades A, A-, B+, B, B-, C+, and C are issued to indicate varying levels of unconditional “Pass” status for the successful scores. Grades C-, D+, and D indicate the “Conditional Pass” status, where the students with these grades are regarded as successful given that the Cumulative Grade Point Average (CGPA) is above or equal to 2.00. Grades D- and F indicate “Failure” and the students with these grades have to repeat the course in the proceeding semester. Students who do not comply with the required level of attendance and/or do not fulfil the requirements for the evaluation of the course are given the “NG” grade by the instructor of the course. The grades “S” or “U” are given to students who are registered to non-credit courses. “S” indicates satisfactory and “U” indicates unsatisfactory completion of the course. “I” grade is given to students who have not written the end of semester examination and/or have not completed some of the components of the course, which contributes to the end-of-semester grade. Such students are obliged to write a make-up examination and/or submit the missing component at least one week before the registration period of the following semester. The grade “W” is given to students who were allowed to withdraw from a registered course between the 3<sup>rd</sup> and 11<sup>th</sup> weeks of the semester (Cf. pp. 48f. Self-Assessment Report Master, pp. 47f. Self-Assessment Report Bachelor). Students are assessed and evaluated according to legally binding regulations (Cf. [Eastern Mediterranean University Regulations for Graduate Studies and Examinations](#)).

According to its policy, EMU with its international students and staff is committed to providing equal opportunities to its students and teaching staff. This commitment is reflected in EMU’s official list of institutional values (Justice and Equality). In line with these principles it is, as EMU states, the policy of the programmes to treat all students equally irrespective of age, gender, disability, nationality, religion, language, colour or culture. The programme is committed to equal support and assistance to all students and gives equal opportunities in working practice in terms of both treatment and in their academic life (Cf. p. 50 Self-Assessment Report Master, p. 51 Self-Assessment Report Bachelor).

## Appraisal:

The programmes structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload.

The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed in a way that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a relative grade.

EMU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes and examinations. Students in special circumstances are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		X		
3.2.2*	Study and exam regulations (Asterisk Criterion)		X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity		X		

## 3.3 Didactical concept

EMU encourages faculty members to use such interactive teaching methods as projects, case studies, exercises, group work, and class discussions. The determination of specific teaching methods to use in a course depends on the subject matter. The Faculty promotes the philosophy that students must become active learners. It believes that the students learn much more when they actively participate in interactive methods rather than passively listening to lectures in a classroom environment. Therefore, instructors utilise different interactive teaching methods. Instead of passive learning the faculty staff encourages students to actively participate in class discussions and express their views and opinions. The course structure introduced in the module descriptions gives students a clear understanding of the courses' learning outcomes.

EMU avoids the use of large lecture halls and place students in classes that typically have no more than 20 students. Teaching can occur in different venues, ranging from a lecture hall to a computer laboratory, to a more problem-solving tutorial oriented session. The Moodle

system allows instructors to establish links to websites on issues that have a direct relevance to the topics covered in class. Furthermore, students are encouraged to visit their instructors or teaching assistants if they have any issues requiring further clarification.

The faculty employs student assistants and allocates them to programmes on a need basis. There are Research Assistants consisting of students in the master's and doctorate programmes. In addition, there are Computer Lab Assistants who provide help to IT staff, provide technical support to students in the computer labs, monitor computers, projectors and other equipment used in classrooms. The primary duty of Student Assistants, who are employed by individual departments on a need basis, is to provide administrative support to department chairs, programme coordinators and department secretaries (Cf. p. 54f. Self-Assessment Report Master, p. 56f. Self-Assessment Report Bachelor).

Most instructors teaching in the programmes use international editions of American textbooks. The literature relevant to the study is freely available in the library. Additional textbooks and other accompanying materials are available in the University Bookstore on campus.

In addition to the textbooks, course materials may include lecture notes, case studies, reading materials, exercises. These materials are either distributed to students or made available in the course website or on the Moodle Course Management System.

The Faculty encourages instructors to invite guest lecturers to their classes. The Faculty and student clubs also invite managers and leaders from businesses, public institutions, and non-governmental institutions (Cf. p. 53 Self-Assessment Report Master, p. 54 Self-Assessment Report Bachelor).

## Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programmes' objectives. The panel appreciates that EMU emphasises the importance of different teaching and learning methods for the achievement of the learning outcomes. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the bachelor and master level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

The participation of guest lecturers in the study programmes is planned in some modules. The guest lecturers bring special experience to the teaching, either from practice or intercultural context. The panel appreciates the invitation of prestigious guests from the tourism industry.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X		
3.3.2*	Course materials (Asterisk Criterion)		X		
3.3.3	Guest lecturers		X		
3.3.4	Lecturing tutors		X		

### 3.4 Internationality

Internationality is one of the core values of EMU and is built into the curriculum of the programmes. The University and faculty serve an internationally diverse student body (see table 3 in chapter 1.2). As a result of its mission and internationalisation policy, EMU has in the Tourism and Hospitality Management Bachelor programme students from 38 countries, in the Tourism Management Master from 19 countries. In 2020, 89.5 % of the Tourism and Hospitality Management Undergraduate Programme and 79.2 % of the Tourism Management Master are international students.

In total, 1,100 academics at EMU are from 35 different countries (Cf. p. 55 Self-Assessment Report Master).

The Faculty of Tourism has ten members who received their PhD degree from the universities outside of North Cyprus. It enables them sharing their international experiences in professional and academic fields. The Faculty members remain active in their fields through research and publication in top scholarly journals, and collaboration with their colleagues in different academic institutions all around the world. The instructors transfer their global experience to the classroom in order to create an effective learning environment. International composition of teaching community promotes also the employability and internship opportunities of graduates and the students and also promotes the student intake with their links and network in these countries (Cf. p. 59 Self-Assessment Report Master).

The curricula combine both regional and global focus. Additionally, students can chose electives with an international focus or from different departments. The International Centre also provides students with opportunities to practice such skills as management, negotiation, communication and conflict management in order to equip them with skills required in an international and cross-cultural environment. EMU has signed collaboration agreements with HEIs in different parts of the world. These exchange programmes help students to improve their skills in terms of international tasks<sup>10</sup>. English is the programmes' medium of instruction; therefore all courses are taught in English.

In the Tourism and Hospitality Management Bachelor Programme students additionally can take an English course during the first two years of their studies with the aim of improving their English skills. Apart from English the programme offers German as a second foreign language. In both programmes, students are also able to choose a number of language courses e.g. Greek, Russian, Spanish and French as a part of the University elective courses (Cf. p. 56 Self-Assessment Report Bachelor).

<sup>10</sup> <https://studentexchange.emu.edu.tr/en> ; accessed on 16.04.21



## Appraisal:

By means of the programme's curriculum that contains mostly international aspects and is fully instructed in English language, the panel assesses the international contents as an integral part of the curriculum. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted.

The international composition of the student body with currently 89.5 % of the Tourism and Hospitality Management Undergraduate Programme and 79.2 % of the Tourism Management Master (as of 2020) is exceptional according to the panel members and clearly corresponds to the programmes' concept.

The curriculum vitae of the Faculty members show that at least 50 % of the ecause faculty members either have an international academic degree and/or international work experience. The panel formed the view that it promotes the students' acquisition of international competencies and skills. As the programmes' language of instruction as well as all course materials and literature is entirely provided in English, internationality is clearly a key element of the study programmes' profile. The panel welcomes that – additionally – a second foreign language can be chosen as an elective course. Internationality plays a central role in the study programmes' profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body	X				
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In line with the programmes' learning outcomes, generic skills are developed such as, self-management skills, problem solving skills, communication skills, decision making skills, teamwork skills and information technology skills. Case studies, presentations, projects, literature review and theories are used extensively to contribute to the development of the generic skills (Cf. p. 60 Self-Assessment Report Master).

Managerial skills are developed in the courses such as Organizational Behaviour and Human Resource Management in the Bachelor programme and Strategic Management in the Master programme.

In both programmes, communication skills and public speaking skills can be developed consistently as each course has a project and presentations. Projects have individual and group work components where students communicate for a common goal. Presentations in front of the student groups should develop the communication and public speaking skills. In many courses of the programmes, students work on group projects, which should give them the opportunity to learn how to work effectively in teams, experience team dynamics, and practice their conflict resolution skills.

## Appraisal:

Content and learning outcomes of the curriculum and the didactical and methodological measures show that the students can acquire multidisciplinary competences and skills. Through the submitted documents and the interviews with the programme management and students, the panel was able to conclude that students are particularly good equipped with multidisciplinary competences and skills such as solving skills, communication skills, decision making skills, teamwork skills and information technology skills. This is supported by means of suitable didactical and methodological measures.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

Multidisciplinary skills as well as the academic and vocational skills which are implemented in the programmes' learning outcomes, promote the students' employability on the labour market. Students can also take elective courses from different departments to strengthen their global focus and to increase their employability at the international level. International composition of teaching community promotes also the employability and internship opportunities of the graduates and students (Cf. p. 23, p. 59 Self-Assessment Report Master). Considering the needs of the tourism sector, the bachelor programme also emphasizes practical training besides theoretical education.

The Faculty of Tourism collaborates with an Advisory Board, which includes representatives from businesses in different industries to increase the employability of the graduates. Additionally, the Alumni office organises workshops e.g. with a focus on understanding, the spoken and written communication to improve the skills of the graduates in a global working environment (Cf. 61 Self-Assessment Report Master).

The Faculty of Tourism has joined the Hosco, which is a network that connects qualified talents, companies, and schools around the globe. Hosco supports students and professionals in their networking, learning and recruitment efforts. In addition, it assists leading hotel schools in optimising their placement and alumni management strategies. Through Hosco, the EMU enhanced its visibility towards employers in the sector, students (current and prospective), and other tourism and hospitality schools (Cf. p. 61 Self-Assessment Report Master).

## Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread throughout the programme's modules. EMU has determined during the online assessment that graduates of the programme find a profession after graduation. One reason of the high employability rate is the fact that many students are offered a profession in the

company where they are doing their industry internship (Bachelor) and the strong Cooperation with business enterprises.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)		X			

## 4. Academic environment and framework conditions

### 4.1 Faculty

In the Bachelor Tourism and Hospitality Management programme, there are five Professors, two Associate Professors, four Assistant Professors, two instructors and four language instructors as full time faculty members, as well as five part time instructors from the industry (Cf. p. 61 Self-Assessment Report Bachelor). In total there are 21 faculty members for 254 students.

In the Master Tourism Management programme, there are five Professors, two Associate Professors, one Assistant Professor, one doctor (with PhD) as full time faculty. In total there are eleven faculty members for 77 students (Cf. p. 62 Self-Assessment Report Master).

EMU sees itself as a teaching institution, so most of the faculty members have had prior teaching experience in different institutions. Appointment procedures are implemented by taking into account the strategic and professional requirements. The academic recruitment policy of the University is to have a minimum of a Ph.D. for academic positions. The candidate is expected to have a successful research and publication background (at least one publication in a SSCI covered journal), conference activities, experience in contributing to the community and attendance in public/private projects. The candidate is also expected to demonstrate a high level of both written and spoken English in order to teach in English language. Vacancies are published on the website with the criteria required, taking into account the strategic and professional requirements of the programme. The applications are evaluated by the programme board based on the published criteria and the decision of the programme board is submitted to the approval of the Rector's Office responsible for Academic Affairs. After the evaluation of applications, applicants will go through a face-to-face or teleconference interview with the purpose of the evaluation of the educational and language skills. Being graduates of education faculties in their area, teaching staff has pedagogical formation. The majority of the teaching staff has gained relevant professional experience i.e. in hotels, public sector, restaurants, finance and cruise lines (Cf. pp. 66f. Self-Assessment Report Master, pp. 72f Self-Assessment Report Bachelor).

Junior/new academic staff are supported and encouraged in their personal and career development by both the administration and professors. In cooperation with the faculty of educations, workshops, i.e. "Assessment of Evaluation", "Teachers Professional Growth: A Collaborative Reflective Journey", "Teaching Methods and Techniques", "Student Centred Education", "Learning Outcomes, Link Between Learning Outcomes, Teaching Methods, Assessment Techniques and Assessment Criteria" have been organised for teaching staff's development. The teaching staff is also supported with reading material and guidelines dealing among others with education and assessment. Finally, teaching staff also actively participates in national and international conferences (Cf. p. 66 Self-Assessment Report Master, p. 72 Self-Assessment Report Bachelor).

Regarding internal cooperation, the Faculty sets the framework for internal cooperation between academic staff and chairs in order to coordinate content and learning outcomes of courses. If more than one staff for a course is involved, a course coordinator is appointed for internal cooperation of the content and learning outcomes of course. An integrated approach is further adopted by joint projects and joint article publications. Regular social and academic joint events are being held for the teaching staff such as strategic plan meeting and yearly

action plans to formulate the mission and vision of the programme as well as learning outcomes. Regular supporting and consulting of students by teachers is an integral part of services provided, based on EMU's Education, Examinations and Success Regulations (Cf. p. 71f. Self-Assessment Report Master, pp. 77f. Self-Assessment Report Bachelor).

Every student is assigned a faculty advisor who helps students with the organisation of the study programme. The advisors invite students to their offices to discuss various problems that might occur and advise them on the ways in which they can follow to resolve them. Additionally, the advisors inform the students with possible career prospects. New students meet their advisor in the orientation week. This advisor-student relationship continues through all four years of the programmes. Faculty members maintain regular office hours and an open door policy with students. All faculty members are available to receive students in their offices and help them with course materials and assignments. Students are encouraged to meet their advisors regularly to review their academic performance and progress, to discuss problems and/or to receive scholarly and career advice. Faculty members also are encouraged to give prompt feedback to e-mails sent by students. Measures for the personal development of the teaching staff are available in terms of funding seminars or regarding support for research (Cf. p. 73 Self-Assessment Report Master, p. 79 Self-Assessment Report Bachelor).

A student portal service is provided by the University Registrar's Office to help students track their letter grades for the respective courses, grade point average (GPA) of the respective semester and cumulative GPA (CGPA) for all of the completed semesters. The portal provides a solid foundation for students and their advisors in following students' progress through the duration of their degree enrolment.

## Appraisal:

The structure and number of teaching staff generally correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. A presented list of the University's full-time and part-time staff and of all lecturers at present showed the available teaching capacity to implement the programmes. The faculty's composition, consisting of full-time and part-time lecturers, ensures that both the academic standards and the requirements of professional practice are satisfied.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. During the online conference the students emphasized the didactical approach of the lecturers using various teaching methodologies, which encourage their critical thinking and enhance their learning process.

The panel would like to emphasize in particular the practical experience of the faculty. According to the shared CVs of the teaching staff the panel could identify that the faculty members have above-average business experience and use them in their teaching activities. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Internal meetings take place regularly.

Due to the open-door policy and the tutor-system, students are able to receive intensive counselling and help during their studies. The faculty members are available for the students outside the specified office hours as well. The help desk acts as a first-level-support and

offers help. During the online conference, the interviewed students confirmed that they are fully satisfied with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

The Head of the Tourism and Hospitality Management Programme has the title of Director; the Head of the Tourisms Management Programme is the Faculty Dean. They are responsible for the coordination of the educational activities of both the teaching staff and students. The Directors/ Deans duties and powers are as follows (Cf. p. 76 Self-Assessment Report Master).

- to chair the Department Council,
- to coordinate all matters relating to the educational programmes of the Department/ Faculty,
- to determine the needs of the Faculty and to inform the Rector/ Dean,
- to ensure that all employees in the Faculty are efficiently carrying out their specified duties,
- to cooperate with other Departments and
- to perform other duties given by the Rector/ Dean in accordance with this Statute.

The responsibilities of the Directors/ Deans also include:

- promoting the programme,
- curriculum development (with participation of stakeholders),
- motivating academic staff and students,
- organising exams,
- preparing the time tables of the programme,
- organising meetings,
- developing the laboratory,
- coordinating and organising meetings with industry and
- preparing the budget.

According to EMU, the faculty makes a commitment to its students to provide them with the support they need to be successful and to achieve their goals in their programmes. Accordingly, the following support services are provided by faculty members and support staff (Cf. 76f Self-Assessment Report Master):

- **Students Service Office:** It aims to solve the problems students may encounter during the academic year with the help of qualified staff. In this regard, the office offers the following services: Immigration Procedures, Accommodation, Military Probation, Health Insurance, Information Services, Call Centre.
- **Academic Assistance:** EMU offers Moodle discussion groups, access to academic staff by e-mail or in person and access to a tutor (teaching assistant). Faculty members maintain regular office hours and an “open-door policy” with students. Faculty members are also encouraged to give prompt responses to e-mails sent by students. Each student has an assigned faculty advisor, who is a full-time faculty member.
- **Academic Advising:** Every student is assigned a faculty advisor who helps students with the organisation of their study programmes. Academic advice commences when the student is enrolled in a programme in the Faculty and this advisor-student relationship continues through all years of a student’s programme. Further advice is offered on an individual basis by the Registrar’s Office staff, programme directors, course coordinators in the faculty and other relevant staff. The students can also see department administrators or other faculty members for further advice.
- **Career Advising:** The academic advisors provide career advice to the students who have been assigned to them. The Faculty’s Career Development Office helps students to identify career opportunities. The Career Development Office with the support of the central Career Center of EMU organises job fairs on campus, assists students in job search activities including CV writing, improving interview skills, inviting speakers and recruiters from the industry. The Career Development Office has an open door policy that accommodates individual student’s needs.

Academic staff members have individual offices. According to EMU, measures for the personal development of the academic staff are provided in terms of supporting research activities. Research grants are available from the Central Research Office. There are two funds: the University Research Fund and a separate Researchers Grant provided by the government through the Ministry of Education (Cf. p. 81 Self-Assessment Report Master).

## Appraisal:

During the digital interviews with the programme management, the panel was convinced that the programme director/ dean coordinates the processes of all participants in the study programmes and ensures that the study programmes run smoothly. The organisational as well as all decision-making processes are defined and implemented correspondingly.

Faculty members and students are supported by the faculty administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-

making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

EMU has signed student exchange agreements with different HEIs in such countries as Austria, Canada, China, France, Germany, India, Italy, Korea, UK, and the USA. The University has also faculty exchange agreements with different universities in countries such as Albania, Austria, Denmark, Germany, Iran, Korea, Macedonia, Mexico and Romania. Academic, educational and cultural collaboration and cooperation agreements have been signed with HEIs in countries like Albania, Azerbaijan, Belgium, Canada, Chile, Denmark, France, India, Iran, Korea, and the UK (Cf. p. 82 Self-Assessment Report Master).

The Faculty is also an approved Edexcel Centre. Based on the protocol established between HOSCO (Hospitality Network) and the School, students have a chance of benefiting from different internship programmes in Europe, the USA, Canada, Australia and New Zealand (Cf. p. 82 Self-Assessment Report Master).

The Faculty has an agreement with a consultant company (USEH) and ICIF (Italian Culinary Institute for Foreigners) for summer internships abroad. The School of Tourism and Hospitality Management has also an agreement with Songur Consultancy, Ankara, Turkey that covers internship and work placement worldwide, specifically on cruise lines such as, Royal Caribbean, Celebrity, Azamara, Costa and Ibero Cruise Lines (Cf. p. 82 Self-Assessment Report Master).

The Faculty is part of board of directors of Tourism Faculties' Deans Council (TURDEK). In October 2019, the Faculty hosted the 2nd Tourism Faculties' Deans Council meeting. The meeting, which featured the participation of 25 Tourism Faculty Deans, was concerned with problems faced by Tourism Faculties. Solutions were proposed and discussed for important decisions to be made (Cf. p. 83 Self-Assessment Report Master).

Furthermore, the Faculty has contacts and collaborations with key employers from the industry and organises various meetings and seminars that bring students and these key organisations together (for example Hilton, Sheraton, Swissotel hotels etc.). Through its Career Centre, EMU keeps contact with enterprises and businesses by organising job fairs or by involving guest lecturers (Cf. p. 83 Self-Assessment Report Master).

#### Appraisal:

The scope and nature of cooperation with HEI, and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented.



The panel takes into account that the majority of students already come from abroad and therefore are not primary interested to study abroad in another university.

In terms of cooperation with business enterprises, the Faculty actively promotes this cooperation for example by means of regular meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme.

Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

## 4.4 Facilities and equipment

All lectures take place in the Faculty buildings. The facilities containing an overall amount of ten classrooms, equipped with individual sitting arrangement, a computer system, smart data projectors and internet access and a conference room with 62 seats. This is a standard for all the classrooms. Moreover, the Faculty owns the following buildings/rooms (Cf. 83f Self-Assessment Report Master):

Demo (Practical Application) Kitchens and Mixology Lab:

Demo Kitchens has the entire technological infrastructure. They are used to assist students in Tourism and Hospitality Management, Gastronomy, and Culinary Arts programmes to gain a thorough insight into the operations and management of a professional kitchen.

Tower Restaurant & Bar:

The Faculty of Tourism tower restaurant and bar offers students a unique opportunity to experience on the job training during their food and beverage lectures, weekly work experiences, and the summer training period. The restaurant is located on the top floor of the faculty and serves different type of assorted cuisines cooked by the students.

Research Center:

The research room provides students and research assistants an environment to conduct their research.

#### Computer Labs:

The Faculty has three multimedia computer labs fully equipped with latest computer systems and fast internet connection. The computer labs are open between 08:00 and 17:00 for the use of all the faculty of tourism students. All computer labs are directly connected to the Faculty's application server. The University Computer Centre has also computer laboratories with a capacity of 60 computers which are also used by the programmes students.

#### Fidelio/Opera Lab:

The worldwide used software Fidelio/Opera aims to provide students with practical knowledge and an education which matches the needs of the scientific and technological era.

#### Multimedia Labs:

The Language lab is used for the listening and speaking practices in English and German Courses. The lab is equipped with personal computers, data projector, internet connection, intelligent board and wireless system is open for all programme students.

Tourism Club – run by students with an own office - organises social, cultural activities and workshops such as, time management, career planning and study skills to develop their leadership, communication, teamwork, problem solving, management, planning, organisational and intercultural skills. Student representative – elected by students has an office in the entrance floor and attend all meetings held in the Faculty. Research assistants have their own office with personal computers. At the basement floor, Café Tourism serves food and drinks to students and faculty members, and students generally meet for social gatherings (Cf. pp. 83f. Self-Assessment Report Master).

The students of the two programmes use the main University Library. Users can access all kind of information through the variety of materials available in the library. The library's resources are supplemented by an Interlibrary Loan Service. The library tries to maintain as much journal and database content as possible online, whereas high-demand books and recent issues of journals are kept physically on-site at the main University library. The main library collections can be accessed in person or by using Online Access. Information specialists are available to assist students and faculty in library research. These specialists also provide group instruction on the effective use of library resources. The library opening hours are Monday-Friday, 09:00-22:30 and Saturday-Sunday 10:00-20:00 with extended opening hours during midterm and final exam periods (Cf. pp. 85f. Self-Assessment Report Master, pp. 91f. Self-Assessment Report Bachelor).

The library houses a collection of more than 160,000 print books, more than 33,000 e-books, thousands of audio-visuals and thousands of online journal subscriptions. The Library has memberships in more than 50 Online Databases such as Springer, Scopus, Science Direct that allow access to full-text Journals, Reports, Abstracts, E-Books, Reviews, Indicators, Statistical Data, Working Papers, Standards as well as bibliographical information resources. Direct access to catalogue terminals is available at the library premises and users can receive information through the online catalogue. The library has 6,600 m<sup>2</sup> of space with a sitting capacity of 900 seats. Additionally, in the library there is a multi-purpose auditorium with 240 seats, an audio-visual room with a 60-seat capacity and a special exhibition hall to

serve different needs ranging from art exhibitions to book shows. The facilities can be reached by elevators without barrier (Cf. pp. 86f Self-Assessment Report Master, pp. 92f. Self-Assessment Report Bachelor).

## Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit the EMU on-site. Therefore, the panel was provided with videos showing the EMU facilities. According to the panel, the number and size of teaching rooms and the equipment of all learning facilities shown in the video are in line with the needs described for the programmes. According to the provided video, the campus is fully equipped with appropriate technology. Free access to a Wi-Fi network is available for students. However, during the next re-accreditation process a special focus should be made on the facilities on-site.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The library provides good access to necessary literature as well as electronic media and various databases. There are also enough library workstations available for the students.

The literature specifically required for the study programmes as well as the necessary databases are generally available in the library.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

## 4.4 Additional services

The Faculty academic advisors and academic staff provide career advice to students in order to help them to identify career opportunities. EMU's central Career Centre organises job fairs on campus and assists students in job search activities (including CV writing, improving interview skills). The Career Development Office has an open-door policy that accommodates individual student needs. In addition, the programme administration is organising workshops and seminars by inviting people from the industry and graduates to share their careers and experiences. The programme administration also organises workshops on career planning, time management, problem solving skills, motivation, positive thinking and exam anxiety to develop their skills and prepare them for the real business life (Cf. 90f Self-Assessment Report Master).

MIKA (Alumni Communication and Career Centre) aims to create a network among EMU graduates. It utilises such social media instruments as WhatsApp, LinkedIn, and Facebook for that purpose. FBE also has its own Facebook group aimed at communicating with its graduates. It has also recently created a WhatsApp account to foster more effective communication with students and graduates. Furthermore, the programmes have joined

Hosco that is a network that connects qualified talents, companies, and schools around the globe. Hosco can be considered to be a system integrating several activities such as networking activities, placements, learning activities and recruitment. Hosco supports students and professionals in their networking, learning and recruitment efforts. In parallel, it assists leading hotel schools in optimising their placement and alumni management strategies (Cf. p. 92f. Self-Assessment Report Master).

EMU provides free counselling and welfare services conducted by professional psychotherapists/psychiatrists to all students, faculty members and staff. The Psychological Counselling Centre accepts appointments and walk-in patients. Other services offered by EMU are Health Service are EarNoseThroat, Dentist, Ophthalmology, Dermatology, Internal Medicine, Psychiatry and Gynaecology (Cf. p. 93 Self-Assessment Report Master).

## Appraisal:

Career counselling and placement services are offered to the students and graduates on an individual basis. Such activities like workshops on career planning and seminars are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The Faculty brings its graduates in contact with representatives from business enterprises at regular events. In addition, the existing connections to the professional field, which have been mainly initiated by the lecturers, made a strong impression on the panel.

Alumni activities through the Alumni Communication and Career Centre are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programmes. Sufficient resources are available for this purpose.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			

## 4.6 Financing of the study programme (Asterisk Criterion)

EMU is a university that is funded by public education funding from country's government, domestic and international student fees as well as contractual research and grant income. EMU has a centralised financial structure. The faculty operating budget is allocated by the University central administration. Many operational aspects of the Faculty's business are centralised and funded at the University level (Cf. p. 90f. Self-Assessment Report Master).

According to the Faculty of Tourism, much of the budget is expended on salaries. Financial support for new initiatives comes from a number of sources. On the one hand, the University provides budget plans and maintains a capital budget for major infrastructure activities. On the other hand, the Faculty also tries to secure funding from different sources such as donations from private entities or individuals for different initiatives, such as renovation of the Faculty building (Cf. p. 90f. Self-Assessment Report Master).

## Appraisal:

The panel formed the view that the study programmes are funded for the entire accreditation period so that students are able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

Quality assurance and development of the University and collaboration between the University administration and faculty/departments as well as the programme management in the programme development is carried out under the principles of. The Regulations for Academic and Quality Improvement at EMU, which is parallel with the strategic plan of the University and EMU Quality Assurance Handbook.

Quality assurance system at EMU is implemented through the Principles for Assessment and Quality Improvement of the Academic and Administrative Units approved by the University Executive Board. The aim of these principles is to state the basics for evaluating and improving the quality of the educational, instructional and research-based activities and administrative services at EMU as well as approval and recognition of their level of quality through an independent “external assessment”.

These principles cover the duties, authorities and responsibilities of EMU regarding the assessment of academic and administrative services, quality improvement as well as approval and recognition of their levels of quality.

The faculty/department formulate quality targets for the development of programmes and regularly assess their implementation for continuous quality improvement of the programmes by yearly action plans. The programme quality assurance committee is responsible for internal quality assurance. The curriculum committee is responsible for regular revision and updating of the curriculum taken into account the views of the students, alumni and employers.

Each programme has a Programme Coordinator who closely monitors the programme’s needs. The Department Boards are in charge of proposing curricular changes to the Faculty Board. Generally, each faculty member can bring proposals to the Department Board after consulting with the Programme Coordinator. Each department also has Curriculum Committees that collaborate closely with the Programme Coordinators in case of any curriculum changes. Department Boards continuously monitor the curricula for the programmes they manage. They seek feedback from students, alumni and employers (Cf. p. 100 Self-Assessment Report Master).

Regarding the instruments of quality assurance, one of the primary mechanisms used for monitoring and controlling the quality of instruction is the systematic evaluation of courses by students. The evaluation is carried out for each course at the end of semester and contains questions on the workload, the instructor’s performance, the course materials and examinations. The evaluation is done online, which ensures anonymity and confidentiality. The printed results are provided to the instructors after they have submitted the course grades. Evaluations by instructors are carried out, too. At the end of semester, the instructors fill out a survey about the course they teach and the services provided to them. Moreover, faculty conduct an online survey to solicit alumni evaluation. This alumni evaluation provides feedback about the university services, learning outcomes, opinions about the programme and about the internship. Employers also evaluate students on their internship based on their self-confidence, enthusiasm to work, creativity, leadership skills, communication skills, responsibility, use of office equipment and time management. The internship coordinator of the programme maintains close contacts with tourism and hospitality establishments that regularly provide internship opportunities for students. The results of the evaluation are

considered by the faculty board for improvement (Cf. p. 102f. Self-Assessment Report Master).

A programme description for the programmes is provided in EMU's Catalogue, which provides information on the curriculum of the programme, admission requirements, fees, examinations and scholarships. In addition to the programme-specific information, general information about campus life (e.g. student activities, dormitories, campus services) and information about Famagusta are also provided in the catalogue. All the information is available on the University's website (Bachelor: <https://www.emu.edu.tr/en/programs/tourism-management-undergraduate-program/823/>, Master: <https://www.emu.edu.tr/en/programs/tourism-management-masters-program-with-thesis/1073?tab=curriculum>). University rules and regulations are available both in print and on EMU's website. Moodle Course Management System is used to provide specific information about each course offered in the programme, such as course materials.

Each yearly strategic plan/ action plan documents the intended activities of the current academic year. At the beginning of the following academic year, the achieved activities are documented and checked and new actions are planned for the current year for continuous improvement. Action plan can be accessed online (<https://tourism.emu.edu.tr/en/about-us/strategic-plan-2017-2022>). Furthermore, students are informed about the news events, announcements of the two programs on the faculty website (<https://tourism.emu.edu.tr/en/about-us/news-events-announcements>).

## Appraisal:

A quality assurance performance, which monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes, has been set up. Evaluation by the students, the faculty and externals (alumni, employers) are carried out on a regular basis. Faculty members participate in the respective committees and boards to plan and assess the quality assurance and development procedures. Informal exchange and feedback also take place. Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are implemented, reviewed and evaluated with regard to their quality and faithfulness to the original objective, modified and adapted if necessary, as well as documented.

The study programme's content, curriculum and examination scheme have been suitably documented and published both in print and in digital form.

The panel notes that the websites of both study programmes contain all relevant information, however, information is not always found intuitively. In this regard it sees room for improvement. The information could be found more quickly and easily. Press relations and network communication are actively maintained. On its website the HEI presents a summary of the activities of the academic year.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		



# Quality profile

**HEI: Eastern Mediterranean University (EMU)**

**Bachelor / Master programme:** Tourism and Hospitality Management (B.S.)  
Tourism Management (M.S.)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)		x			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		x			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		x			
3.4.2	Internationality of the student body	x				
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents		x			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
<b>4.</b>	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty		x			
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		x			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service		x			
4.5.2	Alumni Activities		x			
4.6*	Financing of the study programme (Asterisk Criterion)			x		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		x			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		