

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Atlantis College
- **Town:** Liopetri Ammohostos
- **School/Faculty (if applicable):** Atlantis College
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διεύθυνση Επιχειρήσεων Φιλοξενίας και Τουρισμού (2
έτη, 120 πιστωτικές μονάδες, Δίπλωμα)

In English:

Hospitality & Tourism Management (diploma)

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

In Greek: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

In English: Concentrations

A. Introduction

On the behalf of the Cyprus Agency of the Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (EEC) met on Wednesday 24 January 2024 to evaluate the Hospitality & Tourism Management (2 years Diploma, 120 ECTs) provided by the Atlantis College.

The agenda was followed, and we met at the premises of the College of Tourism and Hotel Management.

The Executive Director presented the historical evidence on the development of the College since was first established in 1996 in Agia Napa and collaborated with a UK awarding body, since then the next big step was 2003 that the college was registered with the Cyprus Ministry of Education and Culture as a HEI. The Executive Director presented the mission statement of the college and accredited programmes of study, all of which are related to the Hospitality, Aviation, Aesthetics and Business Administration. The Executive Director indicated that the College expanded the building premises for capacity of up to 900 students, current students attending courses are 148.

The Academic Director presented the admission requirements for the Programme (Diploma) , the Student Services including Admissions Officer, Academic Affairs Office, Student Affairs Office, Counselling Office, and Mobility Office for Erasmus+. Photos from students' visit were also provided.

The quality assurance structure and facilities for the students were also presented with new additions of the restaurant for students.

The EEC met with Academic Director and Programme Coordinator. The Programme Coordinator presented the school and department structure, the feasibility study was sent as an additional material. The curriculum was discussed extensively for the course learning outcomes, teaching methodologies, admission criteria for the students.

The EEC had the opportunity to discuss the SWOT analysis of the Atlantis College and the evaluation methods used to improve the provision.

Three students joined the discussion all of which two were graduate from the Hospitality diploma, one from aviation.

Members of staff presented their area of expertise and their research work. Dr Nicolaou, announced that he has been invited to write a collaborative book with another academic in Scotland and he is very active researcher with extensive experience in Diplomatic service. Dr Alaeddine as an engineer expressed that he is keen to work in research and was positive in engaging. It was rather pleasing when Mr Aresti informed the panel that he is progressing to a PhD study where the Atlantis College support the fees of his study.

On site visit to the premises of the institution (i.e. library, computer labs, research facilities).



The Atlantis college expanding the premisses and the classrooms, lab facilities have a luxury finish, a very pleasant environment for the students and staff to work. A new lecture theatre with high student capacity will be completed in due course.

Finally, the EEC presented an overview of the experiences of the presentations to the Director, Director of Administration & Finance and programme coordinator.



B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|----------------------------------|---------------------|---------------------------|
| Amalia Tsiami | Associate Professor | University of West London |
| Dorina-Maria Buda | Professor | University of Essex |
| Evangelia (Lia) Marinakou | Principal Lecturer | Bournemouth University |
| Niki Makri | Student | University of Cyprus |

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

Findings

The EEC has sighted the application documentation, engaged in the on-site visit, conducted extensive discussions with the members of staff, students, and administration for the programme of Diploma in Hospitality & Tourism Management (2 years programme, with 120 ECTs).

The aim of the programme is designed for those interested in a career in the hospitality or tourism industries. It provides comprehensive and professional education in a broad range of hospitality and tourism courses. Learners will develop the knowledge, skills, integrity and commitment to personal development essential for working in the hospitality and tourism sectors.

To main aim is provide education at an academic level appropriate for: Diploma in Hospitality & Tourism Management (2 Year Diploma)

The objectives of the programme are:

- To equip individuals with the knowledge, understanding and skills necessary for successful employment in the hospitality and tourism industries
- To enable progression to an undergraduate degree or further professional qualification in hospitality and tourism
- To develop a range of skills and techniques, personal qualities and attributes essential for successful performance in the workplace, and thereby enabling learners to make an immediate contribution to employment, without a need for empirical learning tools and management methods
- To provide flexibility, knowledge, skills and motivation as a basis for future studies and career development in hospitality and tourism management

All of the above are clear, concise and the training has been provided by a team of professional academics from different fields of studies. The focus of the programme is clear, and this is reflected on the title.

1.1. Policy for quality assurance

During the discussion with the members of the management, the EEC found that the quality assurance of the programme follows the procedures required. The process is quite diligent and well established. The College provides the delivery of continued academic programme quality and excellence and adopts the necessary criteria to establish a functional and well documented quality assurance system with a view to enable continuous improvement through self-evaluation and action planning. From a quality assurance perspective there is evidence of transparent governance and management structures, giving the opportunity for feedback between students and academics.

The College undertakes a continues monitoring of international developments and implements modern teaching methods. The College gathers information from student feedback and analyse the data for future delivery. All material is provided in English, as an inclusive to international students' environment.

The College produces course reports, assessment reports, faculty self-appraisal. The College has a peer review process in place, where members of staff observe other, and they could learn in practice.

The students complete a course evaluation form as well as the student satisfaction survey.

The Atlantis College quality assurance policy incorporates the objectives required by the CYQAA, to promote excellence in curriculum design, teaching methodologies, assessment strategies and student services.

1.2 Design approval, on-going monitoring and review

The design of the programme fits the skills, competences and knowledge required for the graduates to practice. There is a clear view that the programme is working towards breadth of knowledge across tourism and hospitality areas rather than an in-depth/specialised knowledge, which is suitable for a two-year diploma. Students would have a breath of understanding of tourism and hospitality sectors and will be able to apply this knowledge in chosen careers in these sectors. There is also the opportunity for students to decide to continue with a Bachelor degree in a cognate field.

The overall programme objectives reflect the Learning Outcomes of the programme. The wording has been reflected to level 5 using the Blooms Taxonomy Learning Outcomes. More details and some examples are here: [Intended learning outcomes | Staff | Imperial College London](#)

An improvement would be to revise the learning outcomes of the courses as those in some cases are rather numerous. The international requirements/trend tend to have 3-5 learning outcomes per course. The detail can be presented as the content. The learning outcomes should be tested at the assignment level, using different ways to assess. Every assignment should not cover all learning outcome, but part of those.

There is continued monitoring of the programme and reviews considering the reflection of members of staff, students and needs of the industry.

The programme includes all elements required for hospitality and tourism management as the curriculum includes all the streams required. The College creates many opportunities for engagement and outreach, giving students access to build experience and significant portfolio. There are currently 155 students studying all the courses, giving the opportunity to students to network between the streams and experience student life at the College.

The College has extensive network to promote the graduates in tourism and hospitality industries, students reported that the College supported them to find employment and they still keep links as alumni.

The assignments proposed align with the level of study, and the hours allocated as well as the ECTs allocated.

1.3 Public Information

The EEC have sighted the relevant programme and each course information that is published on the College website. As it is an English taught course the website for the programme is written in English which makes it accessible to international students. The entry criteria are clearly presented, as well as the academic calendar, the programme layout, and courses that will be delivered.

The Website includes the courses and hours of attendance per week as well as the ECTs. The outline of each course and the academic that is associated with the course are also included.

Testimonials from the students are not presented.

1.4 Information Management

All the information related to the effective management of the programme of the study was satisfactory. Student progression is monitored. The students can access EBSCO platform for their learning resources. The students have access to the library of the University of Cyprus and codes are provided.

Strengths

- The College provides a well-designed and thought-out programme for those interested to work in the hospitality and tourism industries
- The College provides links with the industry to enhance student employment
- Established quality assurance process
- The academic staff provides excellent student communication and opportunities for discussion
- There is an electronic access to EBSCO platform and resources that would support learning and evidence-based practice

Areas of improvement and recommendations

- The College could continue to provide research support to members of staff
- Course learning outcomes could be revised to comply with level 5, diploma and can range from 3 to 5 maximum

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 1.1 | Policy for quality assurance | Compliant |
| 1.2 | Design, approval, on-going monitoring and review | Compliant |
| 1.3 | Public information | Compliant |
| 1.4 | Information management | Compliant |

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

Findings

2.1 Process of teaching and learning and student-centred teaching methodology

The programme under evaluation falls at level 5 of studies (120 ECTS) and offers a diploma. The committee noted that the process of teaching and learning is student-centred. Teaching staff engage students in the learning process and use a number of methods for teaching and learning. Moreover, students are encouraged to participate in a variety of events and activities to support and engage with the society. There is the student union with a number of clubs where students are involved with helping the local society.

Students actively engage with the teaching and learning to develop academically, personally and socially. Besides volunteering to participate at events, they also attend field visits and reflect on the knowledge and skills developed through discussions in-class and/or reports for which they get feedback.

Different modes of delivery are available, which cover the programme learning outcomes, including field trips, guest lectures, group and individual work, seminars, workshops, formative assessment and feedback. More details are available in the course descriptions. Often videos are shown and then discussion takes place to develop students' knowledge and thinking. Microsoft forms, whiteboard and Teams are used. Folders on Teams are created for the course and material, notes etc are uploaded for students. Course outlines with more details on each course are also uploaded and include all details for the assessment and marking criteria as well.

Examples of two course outlines were shared with the committee. Although they are supposed to provide more information to students the content is limited. There is no reading material, no details of the assignment or marking criteria. A number of guest lectures are provided to students. Flipped classroom is also used where students are asked to study the material uploaded for the following week and prepare questions.

The programme coordinator monitors the teaching and learning by checking the course material and the assessment designed for the course to ensure they comply with the LOs. Moreover, there is a peer review process where the teaching methodology is observed and evaluated by

the programme coordinator, and then discussed as part of the academic quality assurance system and staff appraisal.

Students are involved in some research for their projects. They are also encouraged to use academic articles but mainly sector related articles for their study and assessment.

There is mutual respect and understanding as the teaching staff are well experienced and have the expertise in the field hence well respected from the students. Advisors are allocated so that students may seek advice, support or even information on their internships.

There is a number of support and evaluation procedures. Students feel comfortable to discuss issues with their lecturers and their advisors. They use telephone and Teams to communicate. Students have a union via which they share any issues with the college.

Moreover, there is system in place for course evaluation (the questionnaire has been provided). At the end of the semester each course is evaluated. The feedback and comments from students are discussed between the programme coordinator and the lecturer and any necessary actions are taken.

The EEC would like to recommend the college to consider the following in terms of the courses offered:

Introduction to Management (MGT 101): During discussions it emerged that the course focuses on hospitality and tourism, but this is not evident in the written application. It would benefit to rewrite the course content, and evidence the focus on more specific hospitality and tourism management practices, issues and challenges relevant to these industries rather than generic management.

Organizations and Behaviour (MGT 202): As there is no HR related course in the programme the EEC would suggest to revise the learning outcomes and content to make it more HR focused with topics such as motivation, recruitment, talent management in tourism and hospitality sectors.

Structure of Tourism (TOU 240): This could be re-labelled as Principles of Tourism course with relevant content and learning outcomes to provide students with an overview of the tourism phenomenon with its private and public sectors.

Marketing (MKT 303) similarly to MGT 101. Marketing in Hospitality and Tourism would be more appropriate for the course based on the programme learning outcomes.

2.2 Practical training

The programme includes practical training. There is a course description Internship Process of teaching and learning and student-centred teaching methodology.

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Students actively engage in the teaching and learning to develop academically, personally and socially. Besides volunteering to participate in events, they also attend field visits and reflect on the knowledge and skills developed through discussions in-class and/or reports for which they get feedback.

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The programme coordinator monitors the teaching and learning by checking the course material and the assessment designed for the course to ensure they comply with the learning outcomes. Moreover, there is a peer review process where the teaching methodology is observed and evaluated by the programme coordinator, and then discussed as part of the academic quality assurance system and staff appraisal.

Students are involved in some research for their projects. They are also encouraged to use academic articles but mainly sector related articles for their study and assessment.

There is mutual respect and understanding as the teaching staff are well experienced and have the expertise in the field hence well respected from the students. Advisors are allocated so that students may seek advice, support or even information on their internships.

There is good support and evaluation procedures. Students feel comfortable to discuss issues with their lecturers and their advisors. They use Teams to communicate. Students have a union via which they share any issues with the college.

Moreover, there is a system in place for course evaluation (the questionnaire has been provided). At the end of the semester each course is evaluated. The feedback and comments from students are discussed between the programme coordinator and the lecturer and any necessary actions are taken.

2.3 Practical training

The programme includes practical training. There is a course description Internship (HOSP300) to show how the practical training is incorporated in the programme or matches the programme learning outcomes. It carries 6 ECTS and students have to complete 500 hours of training. The internship is conducted between June-September in between the two years of study. If students

for any reason fail they have to repeat it or complete it the following year. Resits usually take place after the completion of the internship.

As per the application form and the additional material shared during the validation event there is an internship responsible lecturer who coordinates with students and employers. Visits are scheduled to monitor students' progress and ensure that the purpose of the training is met. Very often the advisor is the internship coordinator as well. A log is used to record weekly self-assessment and supervisor's comments, final evaluation of student by supervisor, the site evaluation by student and the evaluation of the student by the coordinator. Instructions are also provided. The log finally is signed by the coordinator, the student and the supervisor. A self-reflective report is submitted with the log. Although there is not a careers office, this service is provided by the advisor, the lecturers, and the programme coordinator. Students do their practical training at a variety of hospitality and tourism organisations such as Goldair, Sheraton, amongst others.

2.4 Student assessment

The assessment policy is available in the application form (p.10). Details are provided on the evaluation criteria, and the grading system. The assessment strategy includes a variety of methods used such as coursework, poster presentations, projects and case study analysis, written exams. The pass grade is 50%. There is clear policy on exams, repetition of work, appeals procedure, and academic dishonesty – plagiarism with relevant disciplinary procedure. Plagiarisma.net is used to check assessment for plagiarism. There is a policy with clear guidelines on how to avoid plagiarism (p.42). The plagiarism policy is available on the College's website.

Formative assessment is also included as feedback is often provided. This is not clearly stated in the documentation with examples, however from the discussion with lecturers and students it appears that this is practiced.

Assessment is carried in accordance to procedures. Briefs are developed by lecturers which they discuss with the programme coordinator, to ensure they meet the LOs and to monitor the submission deadlines to ensure there is balance with students load. There is a mid-term examination period, when a variety of assessment is offered such as tests, reports, and presentations. All courses have final exam. Attendance and engagement are also assessed. There is no specific policy on how this 20% of the overall mark is allocated, as each lecturer has his/her own criteria.

Assignment submission is usually done via MS Teams. Lecturers have access and write some comments, but no example was shared with the EEC. There is also no clear assessment strategy. It seems to be the same in all courses as it is described in the course descriptions. However, different methods are used hence it would be beneficial to keep a record of the type of assessment, the weighting and the submission date to avoid overloading students during specific periods in the semester.

There is a moderation process with first and second marking to ensure fairness and consistency. All marks are submitted to the programme coordinator who also acts as third marker if required. Students can see their feedback if they ask about it. Usually the course leader and/or lecturer

will provide generic feedback on how the students performed and ways to improve their performance.

An exam paper was shared with the committee, however, it was noted that there is limited evidence of comments and/or feedback provided. Similarly, it is not clear who is the first marker, who is the second and the agreed mark.

Students receive some on study skills during the induction week so that they become familiar with the requirements of the programme and academic writing (e.g. Essay writing, plagiarism). All marks are discussed and approved at the committee meeting.

Strengths

- Support to students
- There is a Virtual Learning Environment used to support students' learning
- Practical training
- Study skills provided

Areas of improvement and recommendations

- Revise the content of the course outline to include reading, assessment details, assessment criteria
- Formalise formative assessment and feedback
- Introduce specific criteria for assessing Attendance and engagement (20%) for consistency
- Clearly show first and second marking, moderation
- Add comments and feedback on exam papers, reports
- Monitor submission deadlines and type of assessment
- Review courses

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---|---|
| 2.1 | Process of teaching and learning and student-centred teaching methodology | Partially compliant |
| 2.2 | Practical training | Compliant |
| 2.3 | Student assessment | Partially compliant |

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

Findings

3.1 Teaching staff recruitment and development.

For recruitment and current composition of teaching staff, the College has a distribution of gender whereby out of the 12 academics teaching on this programme there is no woman employed full time, two women employed part time teach the language courses which are electives, and one part time woman academic is involved in delivery of compulsory courses.

From discussion with teaching staff it has emerged that the College is supportive of those undertaking doctoral degrees. Particularly notable is the opportunity for faculty to apply for research support via the Faculty Development Form or Research Time Release form at least one month in advance of proposed schedule of development activity.

The College has a good infrastructure for staff development through CPD seminars on teaching and learning in house, and also via staff mobility through Erasmus. The College has been approved for mobilities under KA103 and KA121 the Erasmus + 2021 – 2027 for staff training for faculty to have the ability to improve their knowledge and skills and add an international dimension to their work.

3.2. Teaching staff number and status

The college employs 12 academics, six of them part time and six full time employees, out of which four PhD holders, one doctoral candidate, and the remaining seven are all Masters degree holders. Out of the total number of academics teaching in this programme nine are men, three women of which two are involved only in teaching language elective courses.

The EEC advises that the College should undertake every possible effort to balance gender representation in teaching staff numbers.

3.3. Synergies between research and teaching

Notable is the fact that the College has a Research Development Committee composed of: Director of Research who acts as Chair, Chairperson of the Academic Committee, Director of Administration & Finance, and a Faculty Representative. This Committee assesses, approves and monitors research projects by members of faculty and ensures synergy between teaching and research is maintained.

Strengths

- The College is active in staff development through both formal routes such as workshops for technical skill development; work culture development; and CPD seminars on teaching and learning in house; and also and informal routes such as: one-to-one support, informal peer review, and inclusion in groups and networks.
- Notable is contracting an external clinical councillor for both staff and students to support with wellbeing matters.

Areas of improvement and recommendations

- The EEC strongly advises that the College should undertake every possible effort to help existing members of staff to enrol into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC was told that a new tourism scholar might start in due course with the College.
- Further, the EEC would welcome increased visibility for future advertised positions in academic fora such as Trinet tourism and hospitality community <https://tim.hawaii.edu/about-values-vision-mission-accreditation/trinet/>, or internationally or academic job fora such as www.jobs.ac.uk, www.timeshighereducations.com, www.akadeus.com.
- Increased attention to Affirmative Action policies in staff recruitment and development.
- The EEC welcomes the support of an external clinical councillor to support wellbeing of staff and students and the suggestion is to anonymise the process of self-referral by setting up an email account for the councillor through which staff and students can contact directly.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|--|---|
| 3.1 | Teaching staff recruitment and development | Compliant |
| 3.2 | Teaching staff number and status | Compliant |
| 3.3 | Synergies of teaching and research | Compliant |

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

Findings

4.1 Student admission, processes and criteria

All information on student admission, processes and criteria are provided in the application form (p.8). These comply with the requirements of the Ministry of Education, Sports & Youth. Minimum admission requirements are available in the application form. The EEC has checked and they fit the purpose and the level of study. The criteria for admission to this specific programme is available on the college website. There is clear reference to the previous studies and content students must have completed to be able to apply to this programme. Moreover, there is separate information for non-EU students. Admissions process and criteria are in place and implemented consistently.

4.2 Student progression

Regulations regarding student progression are in place. Information is provided in the application form (p.11). There is clear policy on transfer of credit, the requirements and criteria used. The Programme Coordinator receives all relevant documents, checks them and makes the final decision for the transfer of credits.

They also comply with the agency's requirements.

4.3 Student recognition

All criteria and policies were provided in the documentation. There is also relevant information on the college website. There is reference to the accreditation of the programme as well as to opportunities for progression for the students i.e. to enroll to the recently BA programme at Atlantis College.

4.4 Student certification

All policies and regulations in terms of student certification are in place. There is clear evidence of terms for passing the course, for evaluation and confirmation of marks. There is also clear information on the transfer of credit and what counts towards the final mark. The requirements for graduation are also provided. Information also on awards is available in the application form (p.37). The college provides transcripts are also provided with details on the courses studied, marks awarded and the like.

Strengths

- Clear policy is available
- Criteria for admissions fit the purpose, level of study and are similar to other international institutions

Areas of improvement and recommendations

The EEC is satisfied that matters concerning student admission, progression, recognition and certification do not need improvement at this point

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---|---|
| 4.1 | Student admission, processes and criteria | Compliant |
| 4.2 | Student progression | Compliant |
| 4.3 | Student recognition | Compliant |
| 4.4 | Student certification | Compliant |

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

5.1 Teaching and Learning resources

Teaching and learning resources are appropriate for the programme. Teams and Microsoft forms are used as Virtual Learning Environment. Power point presentations are uploaded prior to the class so that students may use it to prepare. There are also other notes uploaded like articles, reports, information about the course. Assessment is submitted to the lecturer for marking and it is the course leader responsible for the implementation of the marking and moderation process.

The library has a range of books in hospitality and tourism. The college has access to the library at the University of Cyprus, TEPAK, UNWTO, and IoH from where they have access to EBSCO. Staff and students are provided training on the use of learning resources to maximize the benefit. Staff are also trained by CAQAAHE.

All resources are fit for purpose.

5.2 Physical resources

In regards to estate resources, the College is well equipped with a welcoming cafeteria whereby students can build a sense of community. This is accessible for those with reduced mobility.

The EEC was showed the extensive addition of a new wing with new lecture rooms, a new amphitheatre. In accordance to CYQAA regulations, the College has also ensured compliance in accommodating students with physical disabilities on the ground floor but accessibility ramps were not immediately visible on the new extension.

5.3 Human Support Resources

The College has a robust infrastructure of support for students, teaching staff and administrative personnel. In addition to tutors, mentors and qualified administrative personnel the College operates a counselling system whereby staff and students have the opportunity to discuss with a certified clinical councillor. Such additional resources in times when discussions about burnout and wellbeing are so significant are commendable.

All resources are fit for purpose and students are informed about the services available to them.

5.4 Student support

There is continuous student support at the college. The needs of the students are addressed and considered when designing the delivery of the courses, as well as on the teaching and learning methodology used. Scholarships are available to provide financial on the grounds that students meet the criteria.

A counsellor is available at the college twice a week to provide support to students and staff. All procedures and contact are anonymous. The advisors provide support to students as well in collaboration with other services such as the Student Affairs Office, Academic Affairs Office.

European funded programmes such as Erasmus+ are available for staff and student mobility. Such activities are available at the college website as well. The purpose is to expose students and staff at international contexts. Information on activities and participation to such programmes is available in the application form (pp.47-48).

The college provides the students with a global perspective and enrich their educational experience through international collaborations, as well as through organizing and delivering seminars with experts in their field. They engage in exchange programmes, and Erasmus+.

The Alumni Association is developed and graduates become members with a fee. Graduates interact, and develop their own network.

When international students are recruited classes on the Greek language are offered to support students in terms of familiarizing themselves with the culture, language etc.

There is no particular reference to students with special needs in policies which could be considered by the college.

Strengths

- Teams platform offers students a one-stop platform to access all information required
- The students have access to major electronic databases either via the University of Cyprus or the Institute of Hospitality.

Areas of improvement and recommendations

- Provide more information to students via Teams
- Introduce a welfare and special skills/needs policy

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|---------------------------------|---|
| 5.1 | Teaching and Learning resources | Compliant |
| 5.2 | Physical resources | Partially compliant |
| 5.3 | Human support resources | Compliant |
| 5.4 | Student support | Compliant |

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|-------------------------------------|---|
| 6.1 | Selection criteria and requirements | Choose answer |
| 6.2 | Proposal and dissertation | Choose answer |
| 6.3 | Supervision and committees | Choose answer |

C. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC committee would like to suggest areas of improvement:

- The College could continue to provide research support to members of staff especially the extra support with wellbeing via the psychologist councillor;
- Course learning outcomes could be revised to comply with level 5, diploma and can range from 3 to 5 maximum;
- Revise the content of the course outline to include reading, assessment details, and assessment criteria;
- Formalise formative assessment and feedback;
- Introduce specific criteria for assessing attendance and engagement (20%) for consistency;
- Provide developmental feedback to students;
- Monitor submission deadlines and type of assessment;
- Review the learning outcomes of courses to be 3 to 5 maximum;
- The College to actively encourage staff to undertake PhD degrees, supporting the staff via fee payment and/or time allocation;
- The accessibility of areas should improve in relation to wheelchair users.



D. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|------------------------------------|------------------|
| Dr Amalia Tsiami | |
| Professor Dorina-Maria Buda | |
| Dr. Lia Marinakou | |
| Nikki Makri | |
| Click to enter Name | |
| Click to enter Name | |

Date: 29/01/2024