Doc. 300.1.1

Date: 07.12. 2022

External Evaluation Report

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

- **Higher Education Institution: Intercollege(Nicosia)**

- **Town:** Nicosia

- **School/Faculty (if applicable):**

- **Department/ Sector:** Department/Sector

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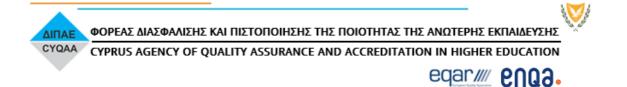
  In Greek:

  Programme Name

  In English:

  Hospitality Operations (2 Years/120 ECTS, Diploma)

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

- **Programme's status:** Choose status

- **Concentrations (if any):**

In Greek: Concentrations

In English: 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].

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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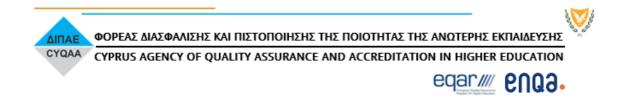
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A. Introduction

In December, 2022 the CYQAA commissioned the External Evaluation Committee (EEC) consisting of 4 members to serve as external evaluators of a programme of study in Hospitality Operations for Intercollege, Nicosia. The EEC spent the full day of the 5th of December visiting the college and its facilities, holding conversations with students, lecturers and management and administrative staff of the college. In the following pages, the report details our findings, strengths, areas of improvement and recommendations as set out in the standards established by the CYQAA.

The report begins with a). an introduction, followed by b). a detailed evaluation of the study programme's design and development,c). the assessment of the students' learning and methods of teaching used in the program, d). the teaching staff, e). student admission, progression, recognition and certification, f). Learning resources and student support, and g). a conclusion of and recommendations made by the committee in helping the CYQAA decide if this programme is appropriate to be offered at the Intercollege, Nicosia, Cyprus.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Beverley Wilson-Wünsch	Chair	International University of Applied Sciences, Germany
Professor Ioannis S. Pantelidis	Member	Ulster University
Professor Theodoros Stavrinoudis	Member	University of the Aegean
Charalampia Karatzaidou	Member (Student)	Technological University of Cyprus

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

Findings

1.1 Policy for quality assurance

The programme under evaluation is a new programme in English language. Intercollege has established sufficient procedures for quality assurance which allows continuous improvement of the program and the teaching staff members. The establishment of the Program Review Committee (PRC) and Program Evaluation Committee (PEC) could improve self-evaluation and improvement.

The Annual Monitoring Evaluation Report (AMER) allows constant monitoring of every course, allowing quality improvements. General information regarding the Internal Quality Assurance Committee can be found on the college's website.

The Quality Assurance of the programme is organized through monitoring and reviewing several information (student's evaluation of the teaching staff, faculty peer review, student evaluations, etc.). The college has a general policy of collecting qualitative and quantitative data from the key stakeholders (students, employers etc.) in order to improve the quality of the programmes offered. We would expect the same to happen in the new programme offered.

The programme corresponds to the European Qualifications Framework (EQF) but there are several limitations and areas of improvement (in the name, the structure and the courses offered – see section *areas of improvement and recommendations*).

Intecollege is under the auspices of University of Nicosia, this offers advantages (the use of the university's library for example).

Intercollege aims to safeguard academic integrity by using Turnitin as a tool for detecting plagiarism.

1.2. Design, approval, on-going monitoring and review

The programme design is to a great extent in alignment with the needs of Cyprus as a tourist destination, especially after the recent developments (i.e. new marinas, casino etc). However the EEC believes some improvements are necessary.

The feasibility study included in the application is very short and not adequate. Prior to the application, Intercollege verbally communicated that they conducted research, especially among hospitality enterprises (more than 100) and also studied the main tourist statistics of Cyprus.

The programme's objective is to develop a curriculum suitable for graduates in hospitality operations. However, according to the course distribution incorporated into the application and presented to EEC members, the vast majority of the courses focus on food and beverage service. Only semester D is focusing on the hospitality industry and operations in a partially satisfactory way. Along the same lines, some crucial courses that could benefit a diverse student population are missing (i.e. a course in local – traditional cuisine, and one in Greek language and culture).

The practical dimension of the programme could be supported by the extensive cooperation of the college with the industry and mainly by the compulsory participation of students in internship – placements. Special emphasis is also placed on the development of practical skills which will allow graduates to improve their performance in the workplace. However, the design of the programme exclusively focuses on food and beverage services and the hotel industry.

Although the teaching staff comprises 10 members, the hospitality element of the programme is mainly supported by three members of the teaching staff, while the rest of the lecturers have expertise in general management and culinary arts.

From the application documentation and the face-to-face meetings, it became apparent that the college does not seem to have adequate expertise in hospitality operations across the majority of team members, in order to effectively staff the program.

1.3. Public information

Because the under-evaluation programme is not accredited yet, there is no public information on the college's website. The EEC members mainly raised data from the general regulations of the college. The Internal Regulations of the college can be found on-line, giving comprehensive information on the College's mission, procedures etc. But, the Internal Regulations are dated back to 2016 (see webpage)
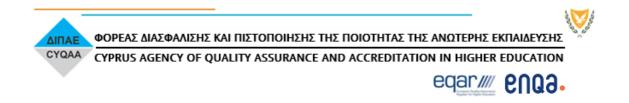https://www.intercollege.ac.cy/wp-content/uploads/Intercollege_Internal_Regulations_v18.pdf

1.4. Information management

It's a new programme thus no information on crucial management issues could be offered (i.e. student's profile, performance indicators etc.).

Strengths

-At a college level there are existing satisfied processes for regular programme monitoring.

-The College is a part of the same organization that also owns The University of Nicosia and thus benefits from close working relationships across the board.

-The existence of peer review procedures.

-The existence of four other programs, one closely associated with Culinary Arts (an important part of the programme under evaluation) and the associated opportunity for cross-disciplinary learning.

-The establishment of the Advisory Committee and the strong connection with local tourism enterprises.

-The College campus is centrally located.

-The compulsory participation of the students in practical training.

-The opportunity for all staff and family members to study at no cost in all programmes offered by the university, excepting Medicine.

Areas of improvement and recommendations

In line with the above-mentioned comments, the following recommendations could improve the programme offered:
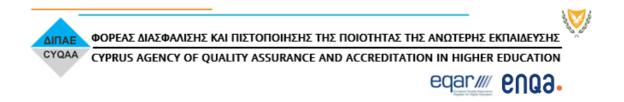
-The EEC members appreciate the efforts of the college's team towards offering a competitive syllabus. However, the EEC suggests a change to the name of the programme, to be more aligned with the suggested course offerings. Currently, the course content and the learning outcomes are not fully aligned with the course title. For illustrative purposes, only the course "Introduction to hospitality and tourism" to a great extent focuses on food and restaurant enterprises. The course "Managing People and Organizations" should be renamed to Human Resources Management in Tourism and Hospitality (if they want to retain the current program title).

The EEC members strongly suggest the integration to the programme of the following courses:

  -Local – traditional cuisine

  -Greek language and culture.

-A further incorporation in the curriculum of a few lectures/seminars on ERS issues (ethics, social and corporate responsibility, inclusivity and sustainability) which are current crucial issues in today's tourism and hospitality industry is also considered necessary.
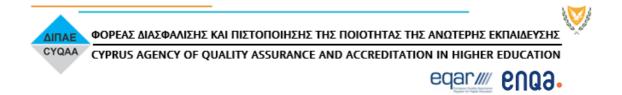
-The programme offers to the students only compulsory courses and not elective. That's a weakness of the curriculum.

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-There is a need to focus more on academic issues – academic quality of the programme.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially Compliant
1.3	Public information	N/A
1.4	Information management	Compliant

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

> #### Sub-areas
>
> **1.2 Process of teaching and learning and student-centred teaching methodology**
> **1.3 Practical training**
> **1.4 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.*
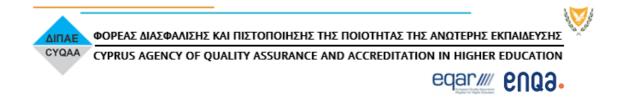
Findings

The EEC found the approach and processes for learning and teaching appropriate for this level of study. Further, the delivery of the programme appears to be appropriate for the learning objectives set by the college delivery team. The learning environment seems supportive both in facilities and approach towards student well-being. The library does need an update for the particular topics covered in the courses of this programme.

The structure of the programme, although it reflects the student and industry needs, does not communicate well enough with the current title which also does not translate well to what is given in the application.   The EEC suggests that this is given more thorough consideration.

The department does seem to operate a flexible approach to learning and teaching with some good evidence of adopting over the pandemic crisis. The teaching and assessment methods seem appropriate, however there is evidence of potential over assessment. Furthermore , some of the courses have been lifted from the old iteration of a similar course delivered pre-2018 and as such they need updating.

Strengths
-Teaching environment that considers the diversity of the students

-Flexibility to address critical moments in Learning and teaching such as the case mid-pandemic

-A good projected student-to-teacher ratio

-Excellent learning facilities great for practical training

Areas of improvement and recommendations

-The title of the programme does not match the content that was presented in the application. The EEC would like Intercollege to consider a title that better aligns to the course content, or better reflect the course content to match the suggested title. Negative perceptions of students feeling that the course is not what they signed up to would affect their learning experience. Once the course title is reconsidered (for example to something closer to food service operations) the content and titles of courses should better be aligned to this new title. For instance, some of the courses need either new titles or refocusing of the content. For example, the 'Introduction to hospitality and tourism' does not encapsulate in content all the sectors in hospitality and tourism rather focuses on food service so its either a title such as 'introduction to food service' or the content needs rethinking.
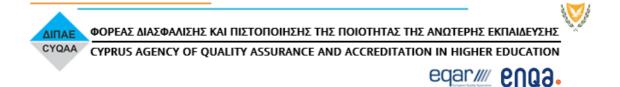
- Assessment needs streamlining for all courses.

-Course reading list requires updating to ensure that each course has at least two reading sources published in the last 3 years. Referencing style of these sources needs to be consistent.

-The team needs to compile the list of all this new bibliography and deliver it to the librarian to ensure sufficient copies of textbooks are obtained.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially Compliant

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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.*
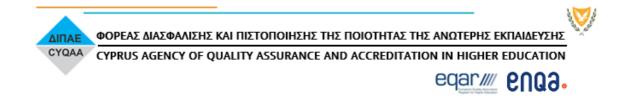
~~3.2~~ **Teaching staff number and status**

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

There is good evidence of internal systems that support staff development but these seem to be on an ad hoc basis. Apart from the Erasmus-related emails there doesn't seem to be clarity under what criteria conference or seminar support is funded or not. The teaching staff explained to the EEC that the college supports further development by enabling all staff (and family members) to take on a course at the college free of charge. This is an excellent approach by the college which the EEC commends. There was limited evidence on how well teaching is connected to research and scholarly activities. The outdated references in each course,gave the EEC some cause for concern over how much scholarly activity the teaching staff engage in over the course of the year.
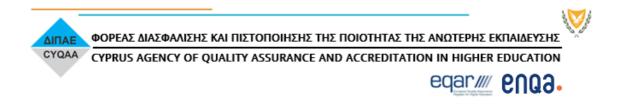
Strengths

-The teaching methods and approach were praised by the students the EEC saw (of other related programmes).

-The fact that all staff get access to free programmes run by the college.

-The fact that there are some scholarships available to students over and above what Grants are provided by the Government.

Areas of improvement and recommendations

-The delivery of the hospitality and food service elements seems to over-rely on one lecturer who covers ten courses and this is not learning and teaching best practices. We recommend that each tutor does not deliver more than five courses and that an extra specialist is added to the team.

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-A system of internal moderation that includes ALL staff, not just new, needs to be developed and shown in the application.
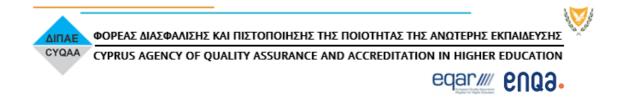
-A clear system of how staff can apply for staff development and conference funding needs to be devised.

-The EEC recommends that the college engages with TURIN in the same way they have done for ERASMUS to enable staff development and exchange to continue with UK based institutions as well .

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially Compliant
3.3	Synergies of teaching and research	Partially 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*

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o *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.*

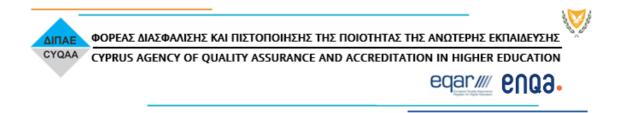*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

4.1.   Student admission

For this section of the report, the EEC members were based on the one hand on the college's application and the website and on the other on a brief meeting with only three students enrolled in another course of the college.

From the data collected it became clear that all the necessary information regarding the students' admission are clear and available (on a college level) in a sufficient and satisfactory way. In the college's application the admission criteria are available.

The same also applies in the case of the college's website which is well designed with satisfactory information. The non-discrimination policy is clear and well-defined.

The students participating in the accreditation process were very satisfied with their overall experience from the college (however, Intercollege has not enrolled students in the under-evaluation programme).

4.2.   Student progression

The college has established clear procedures and has available regulations on the students' development and progression. But, according to the EEC members opinion, in many cases the assessment criteria employed per course are too many.

Intercollege has clear on-line procedures concerning student mobility for study or placement abroad via Erasmus. However, they have not yet considered TURIN. The number of students participating in exchange programmes per year (6 - 10) is considered satisfactory. However, the college should encourage more students to take advantage of exchange programmes in order to improve their knowledge and experiences.

The teaching methods suggested for the new programme follow the internationally accepted standards. However more emphasis must be placed on the adjustment of the courses offered to hospitality operations.

Offering to the students two 4-months periods of practical training (internships) is considered as crucial and positive for this kind of programme.

The college's reaction to the Covid-19 crisis was positive, enabling the courses' attendance via on-line platform.

The student drop-out rate is low, but the college's officials could only offer estimations on this matter. The EEC considers this a serious issue, as monitoring student progression is an important aspect of admissions and retention.

4.3.   Student recognition & 4.4 Student certification

Intercollege has an analytic text - brochure with all the necessary information for its (prospective) students. In this text the course credit transfer procedure is presented.

The student's certification is established and clearly presented in the application. However, the college does not provide an analytic certification proving the knowledge and skills acquired by the students.

Strengths

-All the necessary information concerning admission criteria and requirements are in place and clearly defined in the college's website, thus offering all the info that the prospective student may need.

-A positive development is the fact the college offers to its students the opportunity to transfer credits earned at other Institutions.

-The college has an analytical and sufficient placement handbook, with all necessary information for the students.

-The existence of the necessary committees, Program Review Committee (PRC) and Program Evaluation Committee (PEC) to support students' development and progress.

-The college has certain guidelines and procedures on supporting students with learning difficulties and disabilities. Students are aware of these procedures.

-The college has established a students' welfare mechanism for supporting their studies and their professional development.

-The college supports students during their adjustment to the college and to the country (foreign students). The students are satisfied with the welfare services offered.

-Offering to the students who might face personal or social challenges professional counselor support is a very positive initiative (https://www.intercollege.ac.cy/student-life/department-of-student-affairs/counseling/).
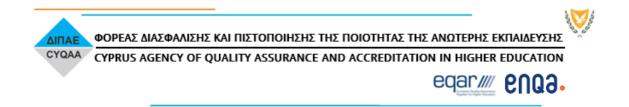
-The existence of several kinds of scholarships and the high percentage of students that receive one.

-The existence of a clear non-discrimination policy.

-The department of student affairs offers a number of services (Housing, Career Advice, internships etc) and a satisfactory amount of information is available on the college's website.

-The teachers/students ratio as well as the administrative staff/students ratio is very good, thus helping improve the educational experience.

-The students' participation in teaching staff assessment is high (75 – 76%), demonstrating their active interest and involvement in the internal evaluation processes.

ΔΙΠΑΕ
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Areas of improvement and recommendations

In line with the above-mentioned comments, the following recommendations could improve the programme offered:

-Besides the necessary changes in the offered courses (reported in section 1) the teaching staff should consider improving the learning outcomes in several courses.

-Teaching staff must expose its students more to academic literature. The free access to the library of the University of Nicosia is an opportunity towards this direction.

-The college should increase its students' participation in international exchange programmes.

-The College mainly focuses on the Cypriot market - Cypriot students. This is an oxymoron for a country that attracts a large number of foreign students and has a great need to staff its tourism industry.

-The administrative staff was not aware of the key statistics concerning the students (i.e. dropout rate etc.).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4	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.*
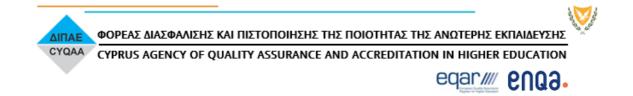
5.2 Physical resources

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

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- *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.*
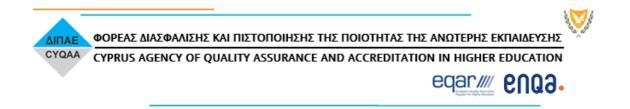- *Students' mobility within and across higher education systems is encouraged and supported.*

Findings

There is no doubt that Intercollege has one of the finest campuses providing hospitality management education in Cyprus ,spanning over several acres of fine property in 4 different locations.

Physical Resources: The Executive Director of the program, supporting administration and faculty/lecturers has their offices in the main building where we were welcomed in a boardroom type facility for our meeting. We were then transported to the main campus, where we were shown the shared student eating and dining facilities, parking. Most importantly we were shown the main kitchen, teaching demonstration lab, food and beverage cold storage rooms, and patisserie stations. The college has recently invested an estimated 1 million Euros in order to build a state of the art restaurant and bar on the top floor of one of their campus buildings.

The library and study facilities, IT infrastructure, are adequate to support the study programme.

The college has in place adequate qualified lecturers, counselors and administrative staff, however not enough specialists to support the study program.   The students in this new program will have access to the already well functioning facilities available to all other students from other

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faculties at the University of Nicosia.   This close working relationship offers a great learning environment. Information about the available resources is placed on the webpage of the college, but also information sessions are held for students at different times in the program.

Strengths

Equipment, materials, teaching and learning aids seem to be in abundance at this college.   The resources are also readily available and accessible to faculty, staff and students.   The resources available for the Hospitality Operations is much like a living laboratory to the students.

In discussions with faculty/lecturers, they seem to understand the necessity to implement student-centred learning, and flexible modes of learning and teaching, in order for learning to transfer.

Areas of improvement and recommendations

-The library, though comfortable and modern, needs to be supported by an injection of money resources to purchase updated literature for the program.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5	Teaching and Learning resources	Partially Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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C. Conclusions and final remarks

The EEC concludes that the Intercollege has excellent facilities and a good teaching team. However, the team in its current expertise would be too stretched to deliver a programme in hospitality operations as there is a limited number of experts within the team to deliver such courses. As such the EEC suggests that the programme team either rethinks the title of the course or ensures one or more hospitality experts deliver some of the courses to ensure that each tutor does not deliver more than 5 courses at any given time. The strengths of the college are highlighted in this section. A number of recommendations have been made for each section but In order to keep this section succinct the EEC highlights only the most important recommendations that the team most definitely needs to address. In particular:

-The EEC members appreciate the efforts of the college's team towards offering a competitive syllabus. However, the EEC suggests a change to the name of the programme, to be more aligned with the suggested course offerings. Currently, the course content and the learning outcomes are not fully aligned with the course title. For illustrative purposes, only the course "Introduction to hospitality and tourism" to a great extent focuses on food and restaurant enterprises. The course "Managing People and Organizations" should be renamed to Human Resources Management in Tourism and Hospitality (if they want to retain the current program title).

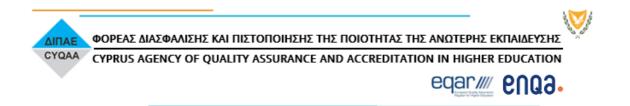- Assessment needs streamlining for all courses.

-Course reading list requires updating to ensure that each course has at least two reading sources published in the last 3 years. Referencing style of these sources needs to be consistent.

-The team needs to compile the list of all this new bibliography and deliver it to the librarian to ensure sufficient copies of textbooks are obtained.

-The delivery of the hospitality and food service elements seems to over-rely on one lecturer who covers ten courses and this is not learning and teaching best practices. We recommend that each tutor does not deliver more than five courses and that an extra specialist is added to the team.

-A system of internal moderation that includes ALL staff, not just new, needs to be developed and shown in the application.

-A clear system of how staff can apply for staff development and conference funding needs to be devised.

-The EEC recommends that the college engages with TURIN in the same way they have done for ERASMUS to enable staff development and exchange to continue with UK based institutions as well .

-The college should increase its students' participation in international exchange programmes.

-The College mainly focuses on the Cypriot market - Cypriot students. This is an oxymoron for a country that attracts a large number of foreign students and has a great need to staff its tourism industry.

-The administrative staff was not aware of the key statistics concerning the students (i.e. dropout rate etc.).

-The library, though comfortable and modern, needs to be supported by an injection of money resources to purchase updated literature for the program.

D. Signatures of the EEC

Name	Signature
Professor Beverley Wilson-Wünsch	
Professor Ioannis S. Pantelidis	
Professor Theodoros Stavrinoudis	
Charalampia Karatzaidou	
Click to enter Name	
Click to enter Name	

Date: 7th December 2022

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