



Doc. 300.2.1

External Evaluation Report (Institutional)

Date: Date

- **Higher Education Institution:** InterNapa College
- **Town:** Famagusta
- **Institution Status:** Currently Operating



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].

A. Introduction

This part includes basic information regarding the onsite visit.

The visit took place on Thursday 10th July, 2025. The purpose of the visit was to assess InterNapa's current position in meeting the needs of its stakeholders and students, both regionally and globally. A committee of university professors, a building engineer, an MA student representative from Cyprus University of Technology, and a support services specialist undertook the visit.

The visit was constructed to include an executive summary and position statement for the senior management of the College, followed by sessions with stakeholders, students, administration and support services, and teaching staff. A tour of facilities and resources was also conducted.

B. External Evaluation Committee (EEC)

Name	Position	University
Neil Rippington	Chair	Royal Academy of Culinary Arts / University of West London
Louis Brennan	Committee member	Trinity College – University of Dublin
Carlos Costa	Committee member	University of Aveiro
Emilia Shelegeda	Student member	Cyprus University of Technology
Alexis Valiantis	Buildings Expert	Civil Engineer
Antonis Vrasida	Studies and Student Affairs Services Expert	Cyprus University of Technology

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	Yes
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes
1.1.2	An operating license issued by the Local Authorities		Yes&No*
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	Yes
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	Yes
	1.1.3.3	Inspection Certificate Form 104	Yes
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes&No*
	1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes&No*

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

The evaluation for the building facilities was carried out as follows:

- Meeting for discussion between the evaluator and the school's representatives on 10/07/2025.
- Site tour at the following buildings on 10/07/2025.
 - Internapa College at 4, Griva Digeni Avenue – 5390 Sotira
 - Library and Office at, 1, Demokratias str – 5390 Sotira
- The data (drawings, permits, inspection forms etc) were available during the meeting. The data submitted is complete and well organised to the satisfaction of the evaluator.

Notes:

1.1.2. The College's representatives submitted 3 operating licences as follows:

- Operating Licence for the Main Building expired on 31/12/2023
- Operating Licence for the Library expired on 31/12/2024
- Operating Licence for the Library expired on 31/12/2023

They have not submitted an operating licence currently in effect.

1.1.3.4. Fire Safety Certificate submitted only for the main College Building but not for the library.

Certificate for Adequate Electrical and Mechanical Installations submitted only for the main building but not for the library. Certificate for the elevator at the main building not submitted. However, the sticker within the elevator shows that the elevator was inspected on 03/2023 and should be re-inspected on the 03/2025. It seems that the latest scheduled inspection has not taken place yet

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

OTHER NOTES:

- The actual status of the **Main Building** has minor modifications as compared to the licenced drawings of the building. Additionally, the college's representatives have not submitted a Final Approval Certificate, however the building has an operating licence – although expired. The noted modifications are:
 - Minor changes on the 1st floor and different room divisions.
 - Minor changes on the 2nd floor, addition of kitchen for educational purposes.
 - Modifications to the basement, addition of store room, modifications at the corridor layout, alternative emergency exit is blocked by external garage door. According to the college's representatives the door was added by the government authorities so that the basement is used as a shelter for emergence situations. However the basement layout has been modified and its space has been minimized due to the separation into a store room.

- d. Within the auditorium which is of a sloped layout, the seats at the highest levels are not protected from fall by a balustrade of a sufficient height 1.10m according to the legislation.
2. The **Library Building** is generally in compliance with the drawings issued and has a valid Final Approval Certificate by the Authorities and an Operating Licence – although expired. The following remarks are noted.
 - a. External access ramp for wheelchairs disabled should be improved by means of a small balustrade. The existing access ramp is located at a different position compared to the permitted drawings. However, the responsible authority has issued a Final Approval Certificate.
 - b. The building has a final approval certificate by the authorities. However, the perimeter veranda and the height difference (although smaller than 60cm according to the legislation) from road level is not protected by a balustrade.

FINAL REMARKS / CONCLUSION

The undersigned Buildings Expert evaluator went through the existing conditions and through the documentation submitted by the college's representatives. The checks are not exhaustive and were carried out within the limited time frame of the current evaluation.

The undersigned evaluator has the opinion that CYQAA could give an extension of time to the college to sort out the above deficiencies. Therefore, the current evaluation could be deemed conditionally and temporarily successful within the time frame of the extension of time decided by CYQAA.

Alexis Valiantis

Civil Engineer

Buildings Expert

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Satisfactory
2.2	Recreation areas	Poor
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Satisfactory
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	Satisfactory
2.9	Student clubs/organisations/associations	Poor
2.10	Other services	Choose answer

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

Internapa College exhibits a strong commitment to academic support, primarily facilitated through a student-centred approach. The institution benefits from a small student population and experienced academic and support staff, enabling personalised attention and adaptability. A dedicated full-time welfare officer oversees an extensive portfolio of responsibilities, and the college maintains a flexible tuition framework that accommodates working students.

Nevertheless, several aspects of student welfare—particularly those impacting the international student body—require focused enhancement. These areas include student engagement, accommodation options, mental health awareness, accessibility of physical infrastructure, and data management capabilities.

Key Observations:

- Infrastructure: Existing sports facilities consist of two outdoor fields, which are outdated and poorly maintained.
- Student Life: Recreational and social programming is fairly limited; the only communal space available is a small cafeteria.
- Mental Health Services: Referral numbers to the college's counsellor are minimal, indicating low awareness and service utilisation.
- Accommodation: No dedicated student housing or formal partnerships exist, despite a significant international student presence.
- Student Data Systems: The absence of a unified platform integrating academic and welfare data restricts the institution's ability to monitor and pinpoint student needs effectively

Recommendations:

1. Strengthen International Student Accommodation Support: Formalise procedures to assist international students in securing suitable and nearby housing, with mechanisms to assess and support living conditions.
2. Establish On-Campus Fitness Facilities or Gym Partnerships: Enhance student well-being by creating a compact on-campus gym or by negotiating reduced-rate access to nearby fitness centres.
3. Improve Awareness and Accessibility of Mental Health Services: Expand referral pathways and communication efforts to ensure students are aware of and can access psychological support.
4. Enrich Student Life Through Inclusive Activities: Develop a richer, structured programme of regular events—such as cultural outings and wellness activities—particularly targeting international students to strengthen inclusion and community bonding.
5. Introduce a Dedicated Student Life Fund: Allocate an annual budget (e.g. €5,000 to start with), to employ students in the organisation of activities. This will both encourage engagement and provide modest financial assistance.
6. Implement a Student Lifecycle Management System: Invest in a modern digital system to centralise academic and welfare data, enabling comprehensive tracking of student progress and wellbeing.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Satisfactory
3.2	Computers available for use by the students	Satisfactory
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

The library resources are fit for purpose and relevant for the needs of the programmes on offer. Books and journals are sufficient in ratio for the number of students. This will have to be reviewed as the organisation grows and student numbers increase. E-books and other digital resources are also accessible, providing students with access to digital resources remotely.

Although the majority of students have access to their own computers, there is a dedicated IT suite with rows of desk-top computers available for students to access.

The organisation is small, yet well-structured and there is support in all areas of technology and technical support. Students stated that they could seek assistance in all areas relating to technical requirements. The director of IT was confident that the technology was fit for purpose and that the senior management team consistently review the ongoing requirements of infrastructure as the organisation addresses future needs and requirements.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Strengths

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

Areas of improvement and recommendations

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

- *The report may also address other issues which the EEC finds relevant.*

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	5
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Institution has formally adopted a mission statement, which is available to the public and easily accessible. The mission statement is clearly articulated and disseminated. By means of a 5 Year Strategic Plan, the Institution has demonstrated its development of its strategic planning aiming at fulfilling its mission. The Institution's strategic planning comprises short, medium-term and long-term goals and objectives. These are periodically revised and adapted. The programmes of study offered by the institution align very well with the aims and objectives of the Institution's development. The programmes of study include an MBA first introduced in 2020, They also include a BA in Hospitality and Tourism Management and Diplomas in Hospitality and Tourism, Culinary Arts, a Certificate in Professional Bartending and an English Language Foundation Programme. The academic community is very engaged in shaping and monitoring the implementation of the Institution's development strategies. A wide variety of stakeholders are involved in the institution's development strategy amongst which are local, national and European partners. The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.

In pursuing the implementation of the institution's strategy, it needs to try to ensure that the excellent culture that currently obtains continues to be nurtured and sustained.

1.2 Connecting with society

1 - 5

1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. These include a variety of approaches including consultation with industry partners and local and national bodies. The institution utilises a diverse set of channels to provide sufficient information to the public about its activities and

offered programmes of study. Consistent with its mission statement, the Institution ensures that its operation and activities have a positive impact on society. The institution maintains an effective communication mechanism with its graduates via the career platform HOSCO, via participation in events and by various electronic means including social media.

The institution is advised to continue to enhance its profile and in particular to highlight its significant role as an asset to the area in which it is based.

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	5
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	4
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	5
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There are effective procedures and measures in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work. Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan. In fact, the academic staff spoke very highly of the support provided by the institution for their development. The Institution has a two-year growth budget that is consistent with its strategic planning and the funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.

While the institution applies an effective strategy to attract high-level students from abroad, its strategy of attracting students from Cyprus bears mixed results with the strategy working well

for its MBA programme and less so for its other programmes of study. The ratio of Cypriot to international students is low, with the exception of the MBA programme.

Additionally, write:

- Expected number of Cypriot and international students 39 and 239
- Countries of origin of international students and number from each country India and Bhutan are the top three largest country of origin sources for international students with India comprises 55.8% of international students and Bhutan comprising 15.1%. A variety of other Asian and African countries as well as Russia and Ukraine account for the remainder of international students.

[Click to add text](#)

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on a review of the institution's application and our experience during the site visit, the reviewers consider that the institution is on a good trajectory. Both in its application and during the site visit, the institution provided convincing evidence of a strong academic profile and orientation.

Strengths

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

The institution has an effective focus in terms of the areas of study in which it specialises. It has a successful strategy in place for the attraction of international student and for the attraction of Cyprus students to its MBA programme Overall, for an institution of its size, it appears to be performing well when compared to competing/larger universities .

Areas of improvement and recommendations

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

The institution might reflect on how its success in attracting Cypriot students to its MBA programme can offer lessons for its attraction of Cypriot students to its other programmes.

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria		
2. Quality Assurance		
2.1 System and Quality Assurance Strategy		1 - 5
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
	2.1.4.1 The teaching and learning	5
	2.1.4.2 Research	5
	2.1.4.3 The connection with society	5
	2.1.4.4 Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5

2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5
2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	5
2.1.8	Graduates receive documentation explaining the qualification gained.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Institution has a policy for quality assurance that is made public and forms part of its strategic management. The quality assurance system covers the teaching and learning, research, the connection with society management and support services. Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.

The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. Ethical standards and codes of conduct are in place and widely disseminated. There are also Complaints and Appeals Procedures in place. There is an active promotion of a culture of quality within the institution. The institution has a set of predefined life cycle regulations in place.

The institution has a set of recognition practices involving a diverse group of national and international/European Recognition, Accreditation and Framework Authorities. An extensive set of documentation is provided to graduates explaining the qualification that they have received.

2. Quality assurance

2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5

2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.10.1	Building facilities	5
2.2.10.2	Library	5
2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.10.4	Technological infrastructure	5
2.2.10.5	Support structures for students with special needs and learning difficulties	5
2.2.10.6	Academic Support	5
2.2.10.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The institution has a clear policy for ensuring the quality of its programmes of study and adheres to all the criteria adequately. The criteria for assessing students' performance in courses, the quality control system, evaluation results, plagiarism policy, policy for considering students' objections to results, clear learning process methodologies and student performance evaluation data collection are also met in a clear and quality-assured way.

The facilities are fit for purpose, as is the academic support.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

There is a robust and active System and Quality Assurance Strategy in operation at the institution. There is ample evidence that the institution is committed to its Quality Assurance Strategy across all functions and sectors of the institution's activities.

The library is fine, although it is inconveniently located in another building. It offers a small but comfortable area with access to a variety of information. The college should consistently acquire physical books on hospitality and tourism because some students and lecturers read them, and this would make the library more attractive.

The number and qualifications of the administrative staff are suitable for the needs of the library. The EEC found them to be highly professional, organised and aware of their responsibilities. This also explains the positive feedback that students provide about the administrative staff at the university.

The administrative staff are fully aware of how to deal with students from abroad, as well as those with special needs, however diverse and complex these needs may be. The facilities and equipment are adequate for supporting students with disabilities, and the staff are prepared to assist them.

Strengths

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

- The institution has an active quality culture, which is reinforced by the close ties and sense of mutual responsibility evident among all stakeholders.
- The institution has introduced several improvements to the building and facilities, as well as to the organisation of administrative procedures.

Areas of improvement and recommendations

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

- The institution is encouraged to continue its strong commitment to robust quality assurance.
- The EEC recommends continuing the investment in facilities and equipment introduced to date.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	5
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	5
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5

3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5
3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The administrative structure is in line with the legislation in force and the Institution's declared mission. The members of the teaching and administrative staff and the students participate, at a satisfactory degree and based on specified procedures, in the management of the Institution.

This participation is enhanced by the highly interactive and engaged mode of conduct of all members of the administrative structure. In academic matters, decisions are within the remit of the academics and the institution's academic council. There are effective procedures in force to ensure transparency in decision making. The administration operates in accordance with the institution's internal rules and the legislation provided.

The way the administration operates, including the procedures for disseminating and implementing their decisions are clearly formulated and effectively implemented. There are procedures in place addressing academic misconduct, including plagiarism.

Note: 3.1 and 3.8 are repeated statements.

Also recommend amending 'disciplinary' or removing this word in 3.7.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Based on the evidence provided from the institution's application and the experience of the site visit, the panel members are satisfied that the institution's administration is operating very effectively.

Strengths

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

The highly participative mode of operation of the institution's administration coupled with its interactive and engaged nature is a major strength of the institution. This ensures a high level of responsibility and commitment on the part of all stakeholders in serving the institution's mission.

Areas of improvement and recommendations

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

The panel encourages the institution to ensure the continued maintenance of it currently highly performing administration.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
3. Administration	Compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	4
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a detailed and effective system in place for the design, approval and monitoring of programmes of study. This aspect was triangulated from the directors through teaching staff and the students.

In the meeting slot assigned for stakeholders, only one of three invited stakeholders was able to attend, due to pressing business matters. This was unfortunate as the evaluation team was unable to question views and evidence beyond the single employer present. However, the stakeholder present recognised the significant importance of the college locally, and how this could be developed even further to support the growth of the local economy and even potentially expand the seasonal nature of business in the region.

The needs of local industry and the global context are considered in the design of the curriculum and the skills, knowledge and behaviours of graduates entering the industry. Legislation is paramount to the ever-changing developments in the industry.

Programmes are well-designed to ensure that theory and practice are integrated. Students felt confident that they were well prepared for industry and, during internships for example, had the necessary skills and understanding to perform tasks well and as required by the employer.

Assessment is varied, providing students with opportunities to develop a range of skills from research and report writing, through to the development of presentation skills and practical dexterity.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The institution is very clear on the admission criteria for each programme and has clear criteria for the level of qualifications required. For example, the level of English is set in accordance with recognised English testing systems for students enrolling on programmes from overseas.

As the organisation is relatively small, the ration of students to faculty staff is small. This ranges on the type of course/module for 1:15 to 1:50. For courses/modules that are common across programmes, there is an opportunity for increased efficiency in delivery. A very well-equipped lecture theatre is available in such circumstances.

As group numbers are relatively small in line with the organisational growth and development targets, teaching rooms for both practical and theory teaching are adequate.

Communication channels appear to be excellent. Students, staff and managers spoke confidently about the systems and procedures in place to inform good communication. Students were appreciative of the open and accessible systems for effective communication with faculty members.

Feedback is provided effectively and timely to enable students the opportunity to reflect on their performance and make improvements in future work.

InterNapa College has established a learning and teaching environment that supports both academic quality and student development. The institution demonstrates commitment to effective curriculum planning, clear academic communication, and integration of theory with practice. Feedback from students confirms a supportive, personalized, and academically enriching experience, underpinned by strong engagement with faculty and appropriate academic structures.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The institution is in a period of recovery following the Covid 19 pandemic aligned with legislative changes to the provision and issuing of international study visas. Both had a significant impact on student enrolments and subsequently funding and the operational capacities of the institution. However, the institution was well-managed during this difficult period and is now in a growth period, and on track to reach and surpass previous enrolments.

4.1.1: InterNapa College has established formal mechanisms for the design and approval of its programmes through departmental and academic committees. Academic programmes are overseen by relevant internal bodies such as the Student Committee, Programme Boards, and the Academic Council, with continuous involvement from teaching staff and academic leadership.

Programmes are periodically updated through a collaborative process that includes:

- Regular meetings between faculty and academic members
- Consultation with students and student committee, ensuring the learner perspective is considered.
- Review of industry trends and best practices from other institutions.
- Formal market research to assess demand and relevance in the regional and international context.

Updates and modifications are proposed, signed off by academic leadership, and implemented following internal quality assurance procedures. This multi-level review process ensures that programmes remain current, competitive, and aligned with both academic standards and labour market needs.

4.1.2: At InterNapa College, the process of programme review and development is inclusive and participatory. Students are actively involved through representation on programme committees and academic boards, where they can provide structured feedback and suggest improvements to academic content and delivery. Their feedback is considered during curriculum reviews and helps shape both course content and teaching approaches.

In addition, employers and external stakeholders — such as representatives from the tourism and hospitality industry (including the Vice President of the Hotel Owners' Association) — are consulted as part of the review process. These stakeholders contribute by offering input based on industry needs, employment trends, and skill gaps observed in graduates or interns.

4.1.3: The curriculum is fully compliant with national and European standards (ESG). In programmes related to hospitality and tourism, the content supports professional qualifications and practical skill development, and ensures graduates meet sector expectations.

4.1.4: Practical training is embedded across programmes. Students acknowledged the blending of theory and practice, particularly through case studies, project-based learning, and the mandatory internship. However, there were concerns raised during student interviews regarding internship conditions, with some students feeling that there were examples where managers requested the extension of working hours beyond original agreements. This points to the need for stronger oversight and written safeguards during placement agreements.

4.1.5: Assessment strategies are varied (essays, reports, presentations, exams), and appropriate to the level and learning outcomes of each course. Students were introduced to academic writing expectations early during induction, including differences between essay and report formats and guidance on referencing standards (e.g., APA, Harvard). Further development of grading rubrics and written feedback consistency could enhance transparency and learning reinforcement.

4.2.1 The College applies clear and transparent admission criteria for each programme. These criteria are published and applied consistently across applicants, ensuring fairness and alignment with national standards. The admissions team ensures that all required documentation is collected and assessed properly, and that students are informed of decisions in a timely manner. There is no evidence of bias or inconsistency in the application of these procedures.

4.2.2 Recognition of prior studies is managed through established procedures that follow European Credit Transfer and Accumulation System (ECTS) standards. Students may apply for credit transfer, and each case is reviewed individually by the academic office and the programme coordinator.

4.2.3. Students confirmed that class sizes are small and highly manageable, supporting interaction, personalized attention, and collaborative learning. Facilities such as classrooms and practical training spaces (e.g. for culinary arts or hospitality) are appropriately sized and furnished for small-group learning. This ensures that both theoretical and applied sessions are delivered effectively, without overcrowding or resource constraints.

4.2.4. Communication between staff and students is described as frequent, professional, and highly supportive. Students reported that professors are approachable both in person and via email, with many instructors making themselves available outside class time. Several students commented that staff go “above and beyond” in terms of academic support and availability. This consistent communication helps prevent issues from escalating and supports high levels of engagement.

4.2.5. Feedback is one of the institution’s strongest areas. Students receive timely, individualized, and constructive feedback on their coursework and assessments. Beyond simple grading, instructors provide explanations, highlight areas for improvement, and offer suggestions for future academic or professional development. Feedback is also often tied to real-world expectations, helping students prepare for post-graduate employment. Students reported that their voice was heard and supported academically through these interactions.

Strengths

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

An extremely supportive and well-managed organisation which is highly appreciate by its students and stakeholders. There has been recent investment in the infrastructure and buildings resulting in an effective teaching and learning establishment

Areas of improvement and recommendations

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

Click to add text

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

Sub-area	Non-compliant/ Partially Compliant/Compliant
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4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The institution employs 22 faculty members, of whom 14 hold full-time positions with exclusive teaching responsibilities. This number is considered sufficient given the current size of the student body and the range of programmes offered. The majority of core course delivery is undertaken by these full-time academic staff, which ensures consistency in teaching quality, curriculum continuity, and student support.

The subject coverage of the staff spans all essential academic areas, including management, economics, social sciences, logistics, culinary arts, bartending, and language instruction. This multidisciplinary composition allows the institution to fully support both undergraduate and postgraduate programmes in business, hospitality, and tourism, as well as general education components.

Additionally, 13 out of 15 instructors teaching at the BA and MBA levels hold doctoral degrees, ensuring strong academic depth in programme delivery. The institution also maintains a 13:1 student-to-faculty ratio, further reinforcing its ability to provide effective student supervision, guidance, and academic monitoring.

Given the adequate number, qualifications, and subject coverage of full-time staff, the panel considers the institution to be fully compliant with this quality standard

5.2. The full-time and exclusive staff members are responsible for the delivery of the majority of core courses in the programmes of study, particularly in areas such as hospitality, business, tourism, and general education. The subject specializations of the academic staff align well with the institution's current curriculum, ensuring appropriate coverage and depth of teaching. The College also supports staff members who have not yet obtained a PhD by offering reduced workloads and financial support.

The majority of faculty meet the formal and substantive academic qualifications. Notably, several doctoral holders have distinguished themselves through their academic output:

- Publication of multiple peer-reviewed articles in international journals.
- Edited volumes with leading academic publishers.
- Consistent participation in national and international conferences.
- Engagement as editors or contributors to academic programmes, elevating the College's scholarly reputation.

5.3. Visiting lecturers are strategically engaged to fill niche areas and bring specialized expertise.

5.4. Part-time and special teaching staff bring substantial professional experience to their roles. Their participation enhances practical aspects of the curriculum, particularly in applied fields, and their qualifications are appropriate for the scope of their teaching assignments.

5.5 Balance: The institution maintains a healthy balance between full-time faculty - who deliver the majority of courses and part-time specialists.

5.6-5.7 With a small student body and a core teaching team of full-time faculty, the institution achieves an excellent student-to-staff ratio (approximately 13:1)

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The teaching staff at the institution are appropriately qualified and adequately staffed to deliver programmes of study at both undergraduate and postgraduate levels. The academic composition reflects a healthy balance between full-time and part-time appointments, with a strong emphasis on teaching quality, subject coverage, and consistency of delivery.

Currently, the institution employs a total of 22 faculty members, of which 14 hold a full-time teaching load with exclusive work at the institution. This structure ensures that the majority of core courses, particularly at the Bachelor's and Master's level, are taught by permanent staff members who are fully engaged with the institution's academic mission. The remaining 8 members contribute on a part-time teaching basis, allowing for the integration of flexibility and industry-based input without compromising academic continuity.

The academic qualifications of the staff are in line with international standards for higher education. 13 out of 15 instructors teaching at BA and MBA levels hold a doctoral degree, underscoring the strong academic foundation of the programmes. The remaining instructors hold Master's degrees and are positioned as special teaching staff, all of whom have extensive teaching and industry experience, particularly in vocational or practice-oriented subjects. This ensures that teaching across all levels is rooted in both academic theory and applied expertise.

Over the four academic years from 2021 to 2025, the institution experienced a steady increase in total enrolments, rising from 197 students in 2021–2022 to 278 students in 2024–2025. The College hosts a highly international student body, with consistent dominance of non-Cypriot enrolments. For example, in 2021–2022 only 8 of the 197 students were local, with the remainder (189) being international. This trend continued in 2024–2025, with 239 international and 39 local students, confirming the institution's attractiveness to foreign markets.

In terms of nationality, the current student population represents a diverse cohort, with:

- 55.8% from India
- 15.1% Bhutan
- 14% Cyprus
- 5% Pakistan
- 4.3% Nepal

The student population is distributed across various programmes as follows:

- Foundation Programme: 50 students
- Bartending: 2 students
- Culinary Arts: 9 students
- Diploma in Hotel and Tourism Management: 10 students
- Bachelor's Degree in Hotel and Tourism Management: 162 students
- MBA: 45 students

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The teaching staff are aligned with the programmes and respond to the Agency's requests regarding numbers, qualifications and ratios. The teaching staff have strong backgrounds, as most of them qualified from reputable universities abroad. They are qualified to teach the programmes'

courses. The EEC also found that visiting professors are recruited as required by the college. Specialist teaching staff and scientists are also qualified to teach on the programmes.

Teaching methods adhere to quality standards. Teaching combines classical learning methods with modern approaches that promote student-centred learning. One of the College's strongest areas is the close relationship between teachers and students.

The library is located outside the main building, which is a limitation. It is a comfortable place, well run by the librarian, where students can access a wide range of books, journals and electronic databases. However, this is limiting in terms of teaching, as students would benefit more if the facility were in the same building. The EEC understands this as a limitation in terms of available space.

The Rector and the Programme Coordinator have proven to be highly professional, well-coordinated individuals with close ties to the teaching staff, which is fundamental to the success of the College.

The internal organisation also demonstrates that school affairs and teaching matters are handled with a high level of autonomy within the college, as there is a clear separation between the managing director and the rector.

Strengths

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

- The number and qualifications of teachers met the needs of the programmes.
- Most teachers qualified abroad at reputable universities.
- The courses are taught following modern methods.
- The Rector and Programme Coordinator are closely involved with the teaching staff.
- A high proportion of PhD-qualified staff ensures strong academic leadership and teaching quality.
- Institutional support for PhD studies, including reduced teaching loads and financial assistance, promotes long-term academic development.
- Faculty achievements include publications in peer-reviewed journals, academic editorial work, and conference contributions, enhancing research visibility.
- A favourable student-to-staff ratio facilitates close interaction and a supportive learning environment.
- Clear alignment between faculty qualifications and programme subject areas.

Areas of improvement and recommendations

- A closer relationship should be established between tourism and hospitality staff and business and management lecturers, leading to more joint teaching and research activities.

- More effective links should be created between those working in industry and those primarily engaged in teaching. The potential of both groups is enormous and they should therefore be brought together to advance knowledge.
- Students should learn how to make the best use of AI.
- Consider introducing teaching observations or peer review mechanisms to support continuous pedagogical improvement.
- Encourage external funding applications and research grants to reduce dependence on institutional resources.
- Further increase collaborative research activity, both internally and with other institutions or industries.
- Develop a clear staff development policy for junior academic staff, including mentorship for publishing and research funding.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	5
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	4
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	5
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	4

6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	2
6.11	The programmes of study implement the Institution's recorded research policy.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Click to add text</p>		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The INC is a small, private institution that has successfully implemented its teaching objectives. Although research is also an area of the institution, it is not as important as teaching. Given the College's priorities, the EEC understands this situation but recommends further improvements in this area.

Some members of staff are involved in publishing, joining and creating Erasmus programmes, and participating in international conferences, including acting as keynote speakers. While the institution's report is well organised in many areas, it does not provide clear information about publications, research projects or SCOPUS IDs of staff members. This information must be included in future reports.

The institution's budget shows that the research budget is €13,000, which is insufficient given the number of staff members. The EEC strongly recommends that greater consideration be given to the research area in future, as the quality of teaching depends on the quality of research, and on the connection between the two.

Strengths

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

- Some members of staff publish in several journals and present communications at conferences.
- Some members of staff are involved in Erasmus exchange projects.
- The college recognises the importance of improving its research output.

Areas of improvement and recommendations

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

- More attention should be given to research in the college.
- The quality of the research output must improve significantly.
- The research budget must increase significantly.
- The number of staff members involved in research must increase.
- A clear strategy linking research and teaching must be established.
- Research specialist could support non-researching staff as mentors, to encourage consistency across the institution

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	Partially Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The finances of the institution appear to be managed in a prudent manner. There has been recent investment in new buildings, providing some excellent teaching and learning spaces.

However, there are a few areas that would benefit from further investment. For example, the culinary arts laboratory/production area remains quite basic and not in line with current industry developments. The use of halogen heated burners could be replaced with induction, making the space more energy efficient and sustainable. The bakery and butchery areas would also benefit from investment in specialist equipment.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Financial resources are well managed and the senior management team meet regularly to plan future resource requirements. As a small organisation with limited financial budgets, this must be completed carefully and prudently, which appears to be the case.

Strengths

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

An effective senior management team that works very closely in the planning of resource requirements and investments.

Areas of improvement and recommendations

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

Investment in the culinary arts laboratory/production area

Continued investment in library and digital resources.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The EEC was pleased with the continuing development of the college, following some recent challenges following the Covid 19 pandemic and student visa restrictions.

The panel was also highly appreciative of the efforts put into the organisation of material and the structuring of the visit. The information provided was highly detailed and provided a clear picture of the current position/status of the institution and its plans.

Students expressed high levels of satisfaction and enthusiasm regarding their studies and overall experience at InterNapa College. They consistently described the college environment as supportive, personalised, and community-oriented, highlighting both academic and non-academic contributions made by faculty members.

Students emphasized the personalized approach of the teaching staff, noting that instructors were not only focused on academic delivery but also played a significant role in their personal and professional development. Such engagement was seen as essential to helping students shape future career paths.

When asked why they chose to study at InterNapa College, most students cited the location as a key deciding factor. The college's setting provides a calm and accessible environment conducive to study, and its proximity to tourism-related businesses makes it ideal for students pursuing hospitality and business programmes. However, this important feature appears to be under-promoted in the college's current outreach strategy. It is therefore recommended that InterNapa College leverage its geographic location more explicitly in its marketing efforts, as this could serve as a strong competitive advantage in attracting prospective students.

Several students also reported they had chosen InterNapa College based on word-of-mouth recommendations from friends or alumni. In turn, many stated they would now recommend the institution to others, reinforcing a cycle of positive referral and student trust.

Students stated they had acquired a broad range of soft skills, including communication, teamwork, critical thinking, and problem-solving, through both theoretical coursework and practical experiences. There was a strong sense of pride among students in being part of the College, with many expressing gratitude for the holistic educational experience they were receiving.

Students also highlighted the opportunity to participate in the Erasmus+ mobility programme, which is actively promoted by the College. Some students had already taken part in Erasmus+ exchanges and expressed their satisfaction with the experience, noting it as a valuable opportunity to gain international exposure, develop intercultural skills, and broaden their academic and professional perspectives. The College's encouragement and facilitation of participation in Erasmus+ was seen as a significant advantage that enriches the overall student experience.

Recommendations:

- The College should consider formally promoting its location as a strategic marketing advantage, particularly for students interested in hospitality and tourism.
- Strengthen monitoring of internship practices and ensure that placement agreements are respected and do not result in student exploitation.
- The College should continue to invest in resources, particularly in culinary (and hospitality) facilities and equipment, aligned as its mission to be recognised as a specialist institution in this field.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Neil Rippington	
Louis Brennan	
Carlos Costa	
Emilia Shelegeda	
Alexis Valiantis	
Antonis Vrasida	

Date: 11/07/2025