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# External Evaluation Report (Conventional-face- to-face programme of study)

- **Higher Education Institution:**  
InterNapa College
- **Town:** Sotira, Famagusta District
- **School/Faculty (if applicable):** Hospitality and  
Tourism Management
- **Department/ Sector:** Hospitality and Tourism  
Management
- **Programme of study- Name (Duration, ECTS, Cycle)**

## **In Greek:**

Πτυχίο στη Διεύθυνση Επιχειρήσεων Φιλοξενίας και  
Τουρισμού (4 Έτη, συν ένα Προαιρετικό  
Προπαρασκευαστικό Έτος, 240 ECTS)

## **In English:**

Bachelor of Arts in Hospitality and Tourism  
Management (4 Years, Plus an Optional Foundation Year,  
Bachelor of Arts, 240 ECTS)

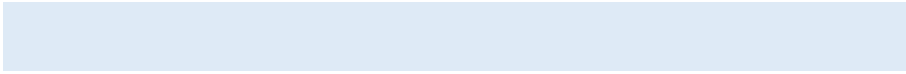
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



## A. Introduction

The online visit of the EEC to the InterNapa College took place on the 17<sup>th</sup> of November 2020, and the meetings followed a structure established by the CYQAA. The EEC prepared the visit based on the report submitted by the InterNapa College.

The EEC found the report well written, organized and rich of information. In addition to the report the EEC had the possibility of asking several questions and discuss a wide range of matters. The meetings took place in a very warm and fruitful atmosphere, and the local Directors/management and staff were always willing and kind to answer all questions.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Carlos Costa	Full Professor in Tourism, Head of School	University of Aveiro, Portugal
Andreas Papatheodorou	Full Professor in Industrial and Spatial Economics with Emphasis on Tourism, Deputy Head of School	University of the Aegean, Greece
Wai Mun Lim	Associate Professor of Service Management	University of Plymouth, UK
Panagiotis Chrysanthou	Student	University of Cyprus

### 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

#### Findings

This evaluation is based on the application submitted by InterNapa College and the External Evaluation Committee (EEC) panel's video calls with the various teams over a day. According to the Quality Assurance Director, the Bachelor's programme in Hospitality and Tourism Management has predominantly international students (70%). The programme aims to develop a career in the hospitality and tourism sectors or to progress on to further studies. The programme is positioned as an opportunity for students to prepare for employment and development in the Hospitality and Tourism industries, by equipping students with a range of skills and knowledge.

During the evaluation meeting, the Rector of InterNapa College provided an overview of the College in general while the Quality Assurance Director provided an insight into the quality assurance practice for the College and the programme under evaluation. The College indicates that an Internal Quality Assurance committee has been established and is headed by a dedicated Quality Assurance Director. The College's Governance Handbook illustrates the various committees supporting its quality assurance system, regulations and processes. The EEC panel was informed that the College was ISO9001 certified in 2015, which further attests to the College's endeavour to implement quality standards in its operations. Furthermore, the Rector has articulated the College's plans to launch a School Advisory Committee where members will include a range of external stakeholders, such as the municipal authorities of Sotira, the Chairperson of the Hospitality Association and the Chief Unionist of the Hospitality Sector.

Generally, the Bachelor's programme objectives are in line with College's strategy and relate to explicit learning outcomes. The programme includes well-structured placement opportunities as evidenced by the programme structure, Internship Manual and the students' positive internship experiences shared with the EEC panel, during their meeting with the students. Five (5) Bachelor of Hospitality and Tourism Management students were interviewed by the EEC where four were from

Nepal and one Cypriot had expressed their satisfaction from the academic delivery and support services of the College in general.

The Bachelor's programme is subject to a formal institutional process, monitored and reviewed as suggested in the College's Academic Catalogue and corroborated by the Quality Assurance Director. Processes for identifying academic fraud are documented in the College's Plagiarism Regulations and Academic Catalogue. Generally, the College's handbooks provide comprehensive guidance to the programme proposed.

This programme of study is currently accredited and was last accredited in 2018. Information in relation to the programme is currently available on the College's website

<https://internapa.ac.cy/ba-hospitality-tourism-management/>.

### Strengths

Clear commitment by the College to uphold Quality Assurance and Standards of the programme evaluated, as evidenced by having established an Internal Quality Assurance Committee acknowledged as the 'most senior committee of the College' and headed by a dedicated Quality Assurance Director. The College's commitment is further demonstrated with the College's:

- range of handbooks describing operational guidelines and quality processes,
- plans to establish a School Advisory Committee involving relevant external stakeholders,
- ISO9001 certification in 2015 and the College's articulated assurance to obtain re-certification.

### Areas of improvement and recommendations

While there are no critical problem areas identified, the panel has the following recommendations:

- In accordance with the above 'Public Information' standard 1.3, the following information could be made more readily accessible (published) on the College website: (i) selection criteria, (ii) pass rates and (iii) graduate employment information. A page dedicated to featuring Alumni would amplify the College's employability of its graduates.
- The College's initiative to prevent academic fraud could be more proactive and less reactive. While the panel recognises that there are documentation and processes in place to react to cases of academic fraud, the panel recommends that the College not only proceeds with its planned plagiarism sessions (and writing workshops) online, but to ensure that these sessions are integrated at induction/orientation and reinforced annually.
- As a substantive part of the College's Academic Committee is to develop and review policy and procedures, the panel recommends that the Quality Assurance Director is appointed a core member of the Academic Committee.
- The rationale and targeted audience for the current range of Handbooks are somewhat ambiguous. The panel would like to encourage the College to consider streamlining these

handbooks to include information relevant to its target audience. For example, the Student Handbook should include information found in ‘Plagiarism Regulations’, ‘Academic Catalogue’ e.g. Semester System, Graduation information, Workload, Academic Advising, Scholarships etc.

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

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

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

### Findings

Teaching and Learning principles seem to be at the forefront of InterNapa College’s strategy and philosophy. Mention was made of the student centeredness of the programme. Indications were made about the use of lecturing and case-based learning in the classroom. Given that the College specializes in tourism and hospitality studies, all modules have been designed explicitly for students reading for related degrees, i.e. the BA in Hospitality and Tourism modules are not offered to mixed audiences. This is commendable from a teaching and learning point-of-view. Lecturers seem to provide sufficient contextualization based on the specific interests of their student audience. The curriculum seems to be structured in a concrete way balancing solid guidance (in terms of compulsory modules and prerequisites) and flexibility (in terms of elective modules). This is essential for young, international students who are usually in need of orientation. The EEC suggests, however, that the *Introduction to Management* module, which is currently taught in Fall Semester of the 4<sup>th</sup> year of studies should be moved much earlier in the curriculum and ideally in the Fall Semester of the 1<sup>st</sup> year of studies.

Students are provided with opportunities to undertake an industrial placement during their period of study. This is usually done in collaboration with hotels in Cyprus, which gives students the opportunity to gain first-hand experience in the industry. The internship is offered in three (3) distinct periods at the end of each academic year and bears two (2) ECTS in each case. In other words, a total of six (6) ECTS are dedicated to the placement, which sufficiently incentivizes students to

perform well in it. From the discussion with the interviewed students, it emerged that the latter were very satisfied with their internship experience.

From the discussion with members of academic staff, the EEC concluded that sufficient effort is undertaken to combine theory with practice and use research to inform the curriculum where applicable. Students are to some extent involved in research, commensurate to what is expected at a BA level. There are also modules which provide elements of practical training during the study. Classes in kitchen/production, food and beverage service, wine tasting were all mentioned. Student assessment seems well organized from the administrative as well as the test takers side. Different types of assessment strategies are used at InterNapa College. Projects, essay-based written exams as well as true/false and multiple-choice questions and role plays are set. Face to face exams are normally taken at the end of the semester, proctored by Administrative and Faculty.

Assessment approaches appear mainstream and in line with the European Qualifications Framework (EQF). Moreover, weights of different assessment modes seem to vary across the curriculum. The EEC believes that this is a good practice as it may prove to the benefit of students with different abilities and skills. In any case, however, the EEC strongly recommends that the curriculum documentation should become clearer in terms of the specific weights applied in each module: at present, the documentation provides the range of weights but not the weights per se in each module. Second/double marking of assignments is not a standard practice at InterNapa College but is applied only when students formally complain about their marks. Judging, however, from the responses provided by the interviewed students to the EEC questions, the level of such complaints seems to be rather low. Plagiarism software is used to detect academic dishonesty, which is penalized accordingly.

InterNapa College seems to use teaching and learning technologies in a successful way. Asynchronous and synchronous distance learning platforms have been used extensively since the beginning of the COVID-19 pandemic period thus ensuring a smooth transition to an online teaching environment. When asked, interviewed students were satisfied with module delivery both online as well as onsite arguing that their lecturers show active care and address their problems in a very satisfactory manner.

### Strengths

Regarding the Process of Teaching, Learning and Assessment:

- The use of case-based learning;
- The use of role plays in the classroom;
- Students are taken on field trips in the industry;
- Lecturers participate in research seminars;
- Lecturers are professionally developed through conference visits and presentations;
- Projects are undertaken in conjunction with industry partners, who interact with the students.
- Synchronous and asynchronous distance learning technologies have been successfully implemented by the College during the COVID-19 pandemic period to the benefit of students' learning experience.



Regarding Practical Training and Placement:

- Industrial Experience;
- In-class practical programmes in culinary skills, food and beverage service skills and wines and spirits.

Areas of improvement and recommendations

The general process of teaching and learning as employed at InterNapa College in the BA in Hospitality and Tourism Management programme is valid. It was noted that in the classroom, methods of course material delivery are generally still frontal. Lectures are still used as the main form of transmitting information to students. Case Based Learning was mentioned as a tool used in the classroom. A College such as InterNapa with relatively small student cohorts would benefit from pedagogical principles such as Problem-Based Learning where the students are taught to take greater control of their learning and steer the process in smaller groups. Student-centred learning requires the student to be in the central focus of the learning process.

The development of transversal skills is crucial for students to succeed in the so-called “VUCA World”. Higher Education Institutions (HEI) are required to help students become ready for a Volatile, Uncertain, Complex, Ambiguous World, caused by the technological, political, economic and health situations they are experiencing today. In 2016, the World Economic Forum identified the following top ten skills as essential to be addressed by HEI by 2020, i.e. complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional Intelligence, judgement and decision-making, service orientation, negotiation and cognitive flexibility. At the same time, tertiary education curricula should explicitly focus on contributing to the attainment of Sustainable Development Goals (SDGs) as suggested by the United Nations. On these grounds, the EEC would recommend explicit actions by InterNapa College to include clear strategies to develop the competencies mentioned above in the learning outcomes. Practice sessions in a Professional Development seminar for all students can resolve this issue through coaching. Assessment tools such as Empowerment Principles, Learning Styles, Personality, and Behavioural Coaching would also prove of great added value. Moreover, a clear indication of assessment method suited for assessing practical skills development is needed.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant

2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### 3.1 Teaching staff recruitment and development

The documentation submitted by the InterNapa College and the information collected during the EEC visit allow to conclude that the teaching staff is adjusted to the Programme. By comparing the present teaching personnel and the staff from previous years it is found the College has retained a core quality group of lecturers, who have run successfully the College.

Most of the staff gained their degrees from reputed universities. It is also found that the staff has been innovating in their teaching classes. Most of them were recruited years ago, which demonstrates stability, resilience, and focus on the objectives of the College.

#### 3.2 Teaching staff number and status

The number and status of the teaching staff is adjusted to the Programme. Only about one third of the members of the staff (6/15) are part-time.

#### 3.3 Synergies of teaching and research

The number of Scientific and indexed publications is fine for the scale and private sector nature of the College. Some members of the staff do include their publications in the modules. Nevertheless, it is believed that further steps should be taken in the future in order to improve this area. Good links between teaching and research and the inclusion of students in projects is a necessary condition to increase the success of the Programme in the future.

The College took the decision of incorporating the Research Committee into the Internal Quality Assurance Committee. The Rector argues that this decision reduces bureaucracy. While the EEC understands this point of view, it should be said that a clearer research policy with clearer targets and an associated budget should be available in the institution.

Findings

The InterNapa College has recruited qualified teaching staff, covering the various areas of the Programme. The qualifications of the staff is in accordance with the programme. Most of them gained degrees from abroad in specialised schools and are fluent in languages.

The Directors have shown a very professional approach during the EEC visit and demonstrated to be engaged in the programme.

A more concrete research policy and clearer ways of linking teaching and research should be brought into the Programme.

Strengths

- Staff is adjusted to the Programme
- Staff is professional and motivated
- The Directors and management of the College are motivated and inspire confidence

Areas of improvement and recommendations

- There is room for more improvements in terms of teaching methods.
- A clearer research policy and an associated budget should be set up.
- Clearer links should be created between teaching and research.

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

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

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

##### Findings

The BA in Hospitality and Tourism Management is an established programme of InterNapa College attracting about twenty-five (25) students per year. The objectives set by the College are well communicated for the students' academic progress, counselling, Erasmus+ mobility, etc. Average Year to Year progression rate for the period 2017-20 is 75% while final year completion rate for the academic year 2019-20 is 70%. In any case, the EEC suggests that InterNapa College should incentivize students to intensify their efforts to successfully complete their efforts and avoid drop-outs.

Admission criteria and processes are in place and appear to be transparent and appropriate. Holders of a Bachelor's in Hospitality and Tourism Management from InterNapa College can continue their studies at a Master's level either at InterNapa College or elsewhere. Moreover, students from other institutions can transfer their credits into InterNapa College based on a standardized academic procedure. Prior work experience, however, is not recognized and related students cannot apply for an exemption/waiver of modules, not even in the case of internship. The rationale of the College for not providing such an exemption is because the majority of students are from Asia/Africa and thus they would benefit from a paid internship in Cyprus in all cases. The EEC recommends, however, that InterNapa College should investigate the possibility of granting such exemptions based on merit.

Student certification regulations are in place. InterNapa College provides a Diploma Supplement, which is in line with European and international standards.

##### Strengths

InterNapa College appears to have years of experience in managing different academic and professional programmes. The admission requirements for the study programme are clearly communicated to potential applicants and the College seems to have an inclusive and open policy. The students' prior preparation/education background is assessed for both Cypriot and international students. In case of students with insufficient knowledge of the English language the College offers preparatory courses in the context of a Foundation programme. The College also provides students with personalized counselling services and has introduced processes/facilities to address the needs of people with either learning (such as dyslexia) or mobility difficulties.

##### Areas of improvement and recommendations

The EEC would like to propose that the College should consider more explicit admissions criteria regarding previous professional experience accreditation for mature students with non-traditional

backgrounds. Moreover, InterNapa College should incentivize students to intensify their efforts to successfully complete their studies and avoid drop-outs.

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

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

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

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

InterNapa College was redesigned and modernized in the last years. The infrastructure and facilities are modern and comfortable. The learning and teaching environments are adjusted to the needs and may be adapted for new circumstances and more students.

### 5.2 Physical resources

The College offers very good facilities, in terms of rooms, common areas, offices, halls, kitchens, toilets, etc.

The library was also modernized and more databases and books were acquired. Nevertheless, more databases and books ought to be bought to improve the tourism and hospitality area, namely the database available in the United Nations World Tourism Organization (UNWTO).

The IT infrastructure is also adjusted to the teaching and research needs.

The infrastructure is ready to welcome students with special needs – the modernization of the buildings considered those needs in the project.

### 5.3 Human support resources

No problems were found with the human support resources. The number and profile of the administrative staff are enough to the needs. Administrative staff and the librarian seem helpful and nice.

The College offers welcome sessions for students where they are informed about the infrastructure and facilities available.

### 5.4 Student support

The College offers adequate support services for students. During the session with the students, it was found that they were happy and thankful for the help and services provided offered by the College.

When students arrive at the College they are informed about the facilities and services available.

Very often students continue to other degrees after completing the Programme.

### Findings

The College has been modernised over the last years. The infrastructure and facilities are modern; the administrative support is good; and the attention paid to students is significant.

### Strengths

- . Modern and comfortable buildings
- . Good library
- . Good IT infrastructure

### Areas of improvement and recommendations

- The library may invest more on books, journals and databases in the tourism and hospitality fields.
- During the period of the COVID-19 pandemic the College should pay more attention to needs of students in terms of computing facilities access to the Internet.

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

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



6. **Additional for doctoral programmes (ALL ESG) – N.A.**

7. **Additional for joint programmes (ALL ESG) – N.A.**

## 8. **Conclusions and final remarks**

The EEC is satisfied with the report submitted by the InterNapa College and is of the opinion that the Programme should be accredited.

The report includes recommendations that are suggested to be implemented by the College in the future.





### C. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Professor Dr Carlos Costa</b>	
<b>Professor Dr Andreas Papatheodorou</b>	
<b>Associate Professor Dr. Wai Mun Lim</b>	
<b>Student Panagiotis Chrysanthou</b>	

**Date:** 23.11.2020