



Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution:

InterNapa College

Program of Study:

**B.A. Hospitality & Tourism Management (4 Years, Plus an
Optional Foundation Year, Bachelor of Arts)**

TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	3
Introduction.....	4
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	10
Document Number: 300.1.....	12
Final Remarks - Suggestions	30

INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE

NAME	TITLE	UNIVERSITY / INSTITUTION
Associate Prof Dr Yaniv Poria	Associate Professor in Tourism/Chairman of the Hotel and Tourism Department/Academic Head Campus Eliat	Ben Gurion University, Israel
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Mr Pavlos Pavlou	Student	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

The Panel studied the B.A Hospitality & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts) documentation for InterNapa College. The academic members of the Panel held a first meeting and discussed the documentation on Wednesday 4 October 2017 at Hilton Hotel in Nicosia. Following that, the academic members of the Panel met with DI.P.A.E. officials at the Ministry of Education and Culture on Thursday 5 October 2017 in the morning. This meeting was followed by a day visit to the InterNapa College on Thursday 5 October 2017, where Mr Pavlos Pavlou, the UCY student, joined the other three panellists. While at InterNapa College, a meeting with the Academic Director of the College explained the college strategy and standing. Subsequently, a meeting with the programme teaching staff explored the curriculum in further detail. Another meeting with existing students and graduates of the B.A Hospitality & Tourism Management explored learning experience, student satisfaction and aspirations. Finally, the Panel visited the InterNapa College resources, class infrastructure, kitchen, library and online facilities.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Panel studied the application and documentation provided in advance and also during the site visit. There were several areas that were discussed during the meetings based on the documentation. Additional information and clarifications were provided during the evaluation process and duly considered by the Panel.

INTERNAL MANAGEMENT COMMITTEE AND TEACHING STAFF

Internal Management Committee (in attendance)
Dr Nicos Anastasiou, Academic Director of InterNapa College and Chairperson of the Internal Quality Assurance and Academic Committees and Management Representative of the College ISO quality system
Dr Michalis Anastasiou, Programme Coordinator for the BA Hospitality & Tourism Management Programme
Teaching Staff (in attendance)
Dr Kyrillos Nikolaou
Dr Adamantini Peratikou
Student Representative (in attendance)
Hammad Rafi
Yogi Shankarnath
Laxmi Prasad Bashyal
Rebika Gurung
Madhu Belbase
Harman Bedi
Nouman Muhammad
Azhad Ali
Vikum Jayashantha
Aksnay Chaudhary

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

The Academic Director of InterNapa College explained the relevant educational experience of the College. The College has almost 15 years of educational involvement.

It seems that teaching work is organised efficiently and the students interviewed were satisfied with the provision. An effective administration structure supports the delivery of the programmes.

Teaching staff seemed enthusiastic about teaching their students. There is some tourism and hospitality expertise in the team but very limited research output in highly respected tourism and hospitality journals. It is also evident that only few members of staff are tourism and hospitality academic specialists and have relevant background studies. Some members of the teaching team may lack the necessary updated insight of the tourism and hospitality industry; nonetheless, they seem to be somehow involved in industry related activities. The teaching staff were not fully involved in the preparation of module documentation and learning outcomes.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labour market and the society**

This BA programme targets undergraduate students aiming to develop a career in hospitality and tourism. It is positioned as a good opportunity for personal and professional development, through equipping students with knowledge, foreign languages and the skills of operations and management for the hospitality and tourism sectors. This is expected to support their career development and professional life. The aims and objectives of the programme should, therefore, enable students to develop their skills and increase their career prospects.

The documentation provides a comprehensive and meticulously prepared guidance to the programme proposed. There are 14 specialised hospitality related modules and 9 specialised tourism related modules out of the 78 modules in the programme. There are also 16 business related modules. Non-specialist modules are dominated by languages (8 modules) and liberal arts (8 modules) and seem to lack specialization in the context of hospitality and tourism.

The programme follows a traditional, mainstream and to some extent uninspiring and unimaginative approach to teaching hospitality and tourism. The programme offers a portfolio of theoretical business and management knowledge with modules in the areas of tourism and hospitality operations. The programme offers several modules with limited attempt to customize and contextualize learning to the students interested in hospitality and tourism. The programme seems to be centrally managed but teaching staff are involved in the formation of the curriculum and their modules. The generic business modules do not include literature relevant to hospitality and tourism. Most textbooks suggested for all modules are 10-15 years old and tourism and hospitality academic journal articles are not included in the module outlines. Programme structure issues need to be considered too, as discussed later in this evaluation report.

There is room for improvement on the structure of the degree by contextualising generic modules and increasing the number of hospitality and tourism related modules, which are relevant to the contemporary business environment. There is in general a logical sequence of modules in terms of content, although the academic value of modules (ECTS-wise) such as “College Algebra” and “Western Civilisation” is questionable. The generic business modules also fail to acknowledge the specific requirements of hospitality and tourism. There is also limited innovation in the degree and a failure to acknowledge contemporary sectoral and macroeconomic challenges. As such, and in contrast to what advocated in the mission statement of InterNapa College, the BA programme would not prepare graduates adequately to excel in an increasingly challenging global business environment at the time of graduation.

Assessment is traditional - there is apparently a mid-term exam, a final exam and a coursework for each module. As the degree is on management, it is advised that presentation skills should be explicitly evaluated and assessed as much as possible. The number of credits attached to each module is standard.

Quality assurance has been documented from an internal point of view to a satisfactory degree.

The college team indicated that they would like to re-establish international collaborations under the auspices of the Erasmus+ programme for staff and student mobility. In the documentation, there is evidence of the connection with the labour market and the local community. The curriculum offers three four-month placements for students capitalising on the fact that Cyprus is in the epicentre of the Mediterranean tourism industry.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

The programme documentation refers explicitly and in detail to the research policies and activities implemented by the College and its members of staff encouraging excellent research. In reality, however, there is no strong evidence of research activity in general and in hospitality and tourism in particular among the involved members of academic staff. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs. 5 out of 13 members of the teaching team in InterNapa College hold a PhD; nonetheless, only two PhD holders work there as full-time members of staff. There is no research on journal articles in the module descriptors and teaching staff seem unaware of recent research on their subject areas. There was some interest to undertake research and/or consultancy collaboration with the local tourism and hospitality sector.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms**
- Infrastructures / Support**
- Financial Resources**

The College appears to have sufficient and adequate provision for the administration of the programme. During the discussion with the students, this was confirmed. Other infrastructures/support were adequate for the proposed number of students and expected level of teaching delivery. The College seems to have adequate resources to operate viably.

However, insufficient information was provided in the feasibility study in terms of future cash flows and costs at campus level.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

In conclusion, the learning outcomes of the overall programme are geared towards acquiring business and management knowledge and apply it to the tourism and hospitality sector. The programme aims to provide students with an in-depth understanding of issues associated with management and organisational aspects of hospitality and tourism together with basic principles that support the industry. More specifically, it aims to guide the student to a professional area that would be appealing to him/her as a future career; to equip graduates with a solid academic, technological, and intellectual background for academic and/or career advancements; to provide students with a solid foundation of management skills, marketing and sales, human resource management, finance, operations, information technology, and to help students, develop their critical thinking and refine their analytical and decision-making skills.

The learning outcomes of the individual modules are well-structured and balanced but occasionally fail to address modern tourism and hospitality business challenges. The generic business modules often overlook the specific context and requirements of the tourism and hospitality sectors and, therefore, do not provide sufficient contextualized knowledge. For example, the two economics modules, fail to address the idiosyncrasies of the tourism and hospitality sectors and engage students in relevant discussion. The modules use dated literature of almost 10-15-year-old, and fail to include journal articles with contemporary methodologies and topics.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Often the module documentation feels like a collection of outdated module outlines packaged together for validation purposes. Unfortunately, the teaching team does not appear fully engaged in the development of the modules.

There is documented industry engagement, placement and professional practice interaction. This is a strength of the programme as it may help students prepare themselves for the real world. This is topical as Cyprus has a vibrant tourism industry that is actively seeking to recruit new staff. The proposal also mentions collaborations with the local tourism industry associations that can enrich the programme; such opportunities for potential engagement were also mentioned during the meetings.

There is sufficient information to gain a comprehensive picture of the assessment strategy. Assessment appears traditional - there is apparently a mid-term exam, a final exam and a coursework for each module. There is reference to group work strategy. There is no mention of any advanced assessment methodologies or pedagogic strategies. The number of credits attached to each module is standard.

There is limited evidence of relevant research activity or culture among the involved members of academic staff. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs.

Staffing is of some concern as few academic members of staff are qualified to PhD level often in unrelated subject areas. Most staff have MSc degrees although some members of staff only hold a BA degree. There is limited evidence of specialised tourism and hospitality research and knowledge creation activity; moreover, this is centred around few individuals, with limited teamwork involvement. The academic staff had also limited engagement in the module preparation.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: InterNapa College

Program of Study: B.A Hospitality & Tourism Management (4 Years, Plus an Optional Foundation Year, Bachelor of Arts)

Duration of the Program of Study: 4 years

Evaluation Date: 05 October 2017

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 2016".

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution's corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

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Associate Prof Dr Yaniv Poria	Associate Professor in Tourism/Chairman of the Hotel and Tourism Department/Academic Head Campus Eliat	Ben Gurion University, Israel
Prof Dr Andreas Papatheodorou	Professor in Industrial and Spatial Economics with Emphasis on Tourism	University of the Aegean, Greece
Associate Prof Dr Wai Mun Lim	Associate Professor in Service Management	University of Plymouth, United Kingdom
Mr Pavlos Pavlou	Student	University of Cyprus

Date and Time of the On-Site Visit: 05 October 2017

Duration of the On-Site Visit: One day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				X	
1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
1.1.3.3	The programme web-pages, updated with the relevant supplementary material			X		
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training				X	
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				X	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:			X		
1.1.4.1	facilities			X		
1.1.4.2	library	X				
1.1.4.3	infrastructure			X		
1.1.4.4	student welfare				X	

	1.1.4.5	academic mentoring			X		
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X	
1.1.6	The teaching personnel, for each programme, provide timely and effective feedback to the students.				X		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X	
1.1.8	Control mechanisms for student performance are effective.				X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.				X		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.				X		
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Learning resources (including electronic subscriptions to academic and professional hospitality and tourism journal databases) at the library are rather poor; the proportion of books related to tourism and hospitality is low; the IT facilities are somewhat outdated; library opening hours and days are limited; the library premises are somewhat unattractive.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

About thirty (30) students per intake seem to enrol in this BA programme. At present, the programme primarily attracts international students, who account for over 90% of

the entire cohort. International students originate primarily from countries such as India, Pakistan and Nepal.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each programme is suitable for achieving the programme's purpose and objectives and those of the individual modules.				X	
1.2.2	The methodology of each programme is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.			X		
1.2.4	The assessment system and criteria regarding student programme performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.			X		
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			X		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual programmes, and are updated regularly.		X			

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The curriculum is outdated and does not address contemporary challenges in the travel and hospitality sectors. Modules such as "College Algebra" and "Western Civilisation" are less relevant than other essential subject areas. There is a serious lack of contemporary tourism and hospitality consumer related topics. There are many modules that are generic and/or not contextualized. Typically, textbooks are outdated and there is a lack of journal articles. In fact, more recent textbooks and journal articles in hospitality and tourism should be used to provide currency and intellectual stimulation. All the above-mentioned may deter students from engaging in plagiarism practices, which are currently popular as revealed by students themselves during their meeting with the Panel.

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each programme have the relevant formal and fundamental qualifications for teaching the programme, as described by the legislation, including the following:		X			
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		X			
1.3.2.2	Publications within the discipline.	X				
1.3.3	The specializations of Visiting Professors adequately support the program of study.				X	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of programmes in the program of study.			X		
1.3.5	In every program of study, the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of programmes taught by full-time personnel, occupied exclusively at the institution, to the number of programmes taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				X	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within			X		

	a five-year span.					
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The Panel was concerned about the fact that few members of InterNapa College are engaged in research activities with modest publication or other related outputs. 5 out of 13 members of the teaching team in InterNapa College hold a PhD; nonetheless only two PhD holders are employed there as full-time members of staff. There is no research on journal articles in the module descriptors and teaching staff seem, unfortunately, unaware of recent research on their subject areas. Existing staff should be supported to develop their tourism and hospitality-related expertise (staff development) and to commence their research journey.

In addition, it should be noted that during the meeting with the management team and teaching staff, a member of staff was honest enough to mention that they were unfamiliar with the taught subject. This is in line with comments made by the students that some members of staff were not knowledgeable about their subject; for example, to answer students' questions one member of staff referred to Google during the lecture. Finally, it is noteworthy that during the meeting with the management team, the Academic Director raised the difficulty he faces in recruiting qualified academic staff especially for hospitality-related modules.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Panel was concerned about the non-specialist modules being dominated by languages (8 modules) and liberal arts (8 modules). First, they seem to lack specialization in the context of hospitality and tourism. Second, during the meeting with the students, it was highlighted that the courses do not provide them with the ability to communicate in foreign languages other than Greek (which they pick-up on their everyday exchange with locals in Sotira and Ayia Napa).</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The programme curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and				X	

	the method of assessing student performance.					
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per programme and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				X	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				X	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the programmes focusing on the specific discipline, includes an adequate number of general education programmes.			X		
2.2.6	The content of programmes and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's programmes are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's programmes reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The Panel feels that the proportion of hospitality and tourism related modules should be higher to better meet the proposed objectives of the BA programme. In this context, the number of non-specialist modules currently dominated by languages (8 modules) and liberal arts (8 modules) should be reduced or alternatively become specialized in the context of hospitality and tourism.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study		1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X	
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X	
	2.3.2.1	the members of the academic personnel				X	
	2.3.2.2	the members of the administrative personnel			X		
	2.3.2.3	the students.				X	
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X	
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.							
2.4	Management of the Program of Study		1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X	
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X	
2.4.5	Information relating to the program of study are posted publicly and include:					X	
	2.4.5.1	The provisions regarding unit credits				X	
	2.4.5.2	The expected learning outcomes				X	
	2.4.5.3	The methodology				X	
	2.4.5.4	Programme descriptions				X	

	2.4.5.5	The program's structure					X	
	2.4.5.6	The admission requirements					X	
	2.4.5.7	The format and the procedures for student assessment					X	
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.						X	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.						X	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.						X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Panel was satisfied that effective management of the program of study was applied.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for programmes and the number of credits for practical training - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification <p>The Panel would like to commend InterNapa College for introducing three, four-month periods of internship into the BA programme. Nonetheless, the Panel would also like to stress that further to the discussion with the students, the latter stressed the major difficulties they face in securing placements that are relevant and of added value to their studies.</p>								
2.5	International Dimension of the Program of Study		1	2	3	4	5	
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			X				
2.5.2	The program attracts Visiting professors of recognized academic standing.		X					

2.5.3	Students participate in exchange programs.	X				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>At present, InterNapa College lacks the necessary internationalisation at every level. Nonetheless, the College team acknowledged the problem and indicated that they would like to re-establish international collaborations under the auspices of the Erasmus+ programme for staff and student mobility.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p> <p>The proposed programme meets the standards expected from corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p>						
2.6	Connection with the labour market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			X		
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.		X			
2.6.3	Benefits, for the society, deriving from the program are significant.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Insufficient information was provided in the feasibility study in terms of student employability.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.		X			
3.1.2	New research results are embodied in the content of the program of study.		X			
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.		X			
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.		X			
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		X			
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.			X		
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.		X			
3.1.9	Student training in the research process is sufficient.		X			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Panel felt there is insufficient awareness among members of academic staff regarding the importance of current research in hospitality and tourism and how this should be related to curriculum currency and innovation in teaching. Few members of InterNapa College are engaged in research activities with modest publication or other related outputs in hospitality and tourism. There was some interest to undertake research and/or consultancy collaboration with the local hospitality and tourism industry.</p>						

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Further to the discussion with the students, the Panel would like to commend InterNapa College members of staff on showing care and responsibility when dealing with student problems of both academic and personal nature.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.		X			
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.			X		
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.			X		
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.		X			
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		X			
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.		X			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

Support is required in investing on more library resources; moreover, staff development initiatives need to be undertaken to better utilize the available resources. The curriculum is outdated and does not address contemporary challenges in the tourism and hospitality sectors. There are many modules that are generic and/or not contextualized.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.				X	
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There was insufficient information on the financial resources available and the feasibility study was inadequate to provide explicit data on the future cash flow and viability of the BA programme.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and					

	internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note "√" in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of programmes taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Overall suggestions for improving the identity, aims, content and target audience of the programme:

STAFFING

- Academic staff need to further engage in research and knowledge creation in hospitality and tourism related areas;
- A minimum of one more permanent (i.e. not adjunct) member of staff specialized in hospitality and/or tourism at PhD level is required to be able to run the programme at adequate level;
- These staff as well as existing staff need to be research active and publish in international academic journals as indicated in the Association Business Schools (ABS) list. Publications by members of academic staff in the areas of hospitality and tourism should be actively encouraged by InterNapa College;
- Existing staff should be developed to understand the requirements of the hospitality and tourism industry and contextualise their teaching accordingly;
- Business/Management generalists need to be trained to understand the hospitality and tourism sector global challenges and incorporate them into their teaching;
- A clear human resources management strategy is required to ensure that sufficient and relevant resources are allocated and recruited to address mismatches between the lecturers' expertise and modules to be taught.

PROGRAMME STRUCTURE

- Generic management modules should be enriched with hospitality and tourism-related content and context;
- All modules should modernize content, update reading lists and include hospitality and tourism journal articles;
- Modules such as "College Algebra" and "Western Civilisation" should be eliminated or become electives and/or delivered in workshop mode. Likewise, it is suggested that "Introduction to Sociology" should become "Sociology" if it

is to be taught in the final year of studies, where no introductory modules should be offered;

- The provision of hospitality and tourism related modules should be expanded at the expense of language and liberal arts modules;
- Languages training delivery should be specialized in hospitality and tourism oral communication and interaction.

INDUSTRY ENGAGEMENT AND PROFESSIONAL PRACTICE

- A comprehensive programme of guest speakers, industrial visits, practice and placements should be explicitly developed;
- Academics should be seconded to hospitality and tourism sectors for a period to understand modern challenges and required skills.

RECRUITMENT

- A comprehensive feasibility study and a solid recruitment strategy are required;
- The profile of academic staff needs to be better considered from a sectoral (i.e. hospitality and tourism) point of view.

RESOURCES

- More resources are required in the library;
- Staff should be developed to access sector-specific resources.

ASSESSMENT

- A comprehensive pedagogic strategy is required to take advantage of modern methodologies to transfer knowledge;
- The opportunity to use real industry engagement as part of assessment should be actively explored;
- Plagiarism detection software should become core to the assessment and severe penalties should be introduced and closely regulated;
- Additional emphasis should be put on presentations to improve students' communication skills and reduce their tendency to plagiarise.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:
Assoc. Prof. Dr Yaniv Poria
Prof Dr Andreas Papatheodorou
Assoc. Prof Dr Wai Mun Lim
Pavlos Pavlou

Date: 08 October 2017