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Date: 14.07.2021

External Evaluation Report

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

- **Higher Education Institution:**
InterNapa
- **Town:** Famagusta
- **School/Faculty (if applicable):** School of Hospitality and Tourism Management
- **Department/ Sector:** Bartending
- **Programme of study- Name (Duration, ECTS, Cycle)**
Bartending (1 year, 60 ECTS, Certificate)

In Greek:

Programme Name

In English:

Bartending

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

In Greek: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

In English: Concentrations



A. Introduction

This part includes basic information regarding the onsite visit.

On behalf of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, we the panel of the External Evaluation Committee (hereafter) EEC met on Friday July 9, 2021 virtually to evaluate the full application of the InterNapa College for the provision of a Certificate course in Bartending (60 ECTS), provided through their Department of Hospitality Management School . The preset agenda required that we met remotely with the Head of the Institution and the members of the Internal Evaluation Committee (IEC), the Head of relevant departments and Programme Coordinator, Faculty Members, meeting with students and Administrative Staff. A preview of the Bartending facilities were available in prerecorded video format. The EEC went through the application documents submitted individually and collectively to gain in-depth knowledge about the programme under discussion. Further the committee met pre-and post the evaluation meeting, to ensure objectivity of our decisions. The EEC is satisfied to have had a comprehensive review of the programme and is impressed by the commitment, enthusiasm and positive feedback from all. In the following sections, we have further detailed aspects of the evaluation process which we followed in order to arrive at the conclusions and recommendations we made.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Theodoros P. Andreou	Student Representative	Cyprus University of Technology
Ioannis S Pantelidis	Principal Lecturer	University of Brighton
Amalia Tsiami	Associate Professor	University of West London
Beverley Wilson-Wünsch	Professor	IU International University of Applied Sciences

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

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

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

Based on the application documentation, the on-line (onsite) visit, extensive talks with students, faculty and administrators the programme is convincingly filling a needed gap in the industry. On the one hand, well-trained professionals will be able to enter the labour market in a short period of time. On the other hand, more citizens have greater opportunities to develop themselves professionally for a dynamic labour market.

Strengths

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

- The programme is sound in terms of the course offerings, contents, aims and objectives, when compared to “typical” bartending courses available around the world
- The courses course content, outline and ECTS seem adequate to provide sound knowledge for students
- Updated/renovated facilities
- Extended Library Literature Base
- Qualified and seemingly motivated Faculty and Administrative Staff.

Areas of improvement and recommendations

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

A number of issues came to light and needs to be addressed immediately in order to make the programme more “student and faculty friendly”, to enhance the programme to meet the industry needs as well as to protect the consumers

- We strongly recommend reconsidering a renaming of the program
- We strongly recommend connecting the program to some local and international association e.g. Alcohol Anonymous, Mothers Against Drunk Driving (MADD), and other Industry specific social NGOs.
- We strongly recommend that a Food Hygiene, Microbiology and Food Safety should be explicitly included in the program.
- We recommended that the class e-Portfolio be connected to the internship and be used as a final presentation project assignment that all students should do as a part fulfilment of the requirements to be awarded the Certificate from the College. The main goal of the Portfolio should be to help students track their learning experiences. As they prepare themselves for the labour market, they should be able to reflect on themselves and formulate goal for the future and decided what actions should be taken. These could be embedded in module in the final semester (Professional Development Module – including The Internship and the Portfolio Writing and Presentation).

- Finally, the ECTS allocation to different courses should be revalued. Example, it is not clear why a class with contact hours has less ECTS than a class with 25 contact hours.

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

Sub-area		<i>Partially Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Not applicable
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

Bartending is a highly practical and skills based course. However, research is still high on the agenda of the college and so the students are encouraged to experiment and test their own practice through practitioners and Business Research. Practice Based Learning seem to be central in the course of study.

Strengths

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

1. Flexibility in teaching formats , lectures but also practice based laboratories, student portfolio, student internship all seem to give students the opportunity for practice

Areas of improvement and recommendations

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

Since this Certificate Program is established within a functioning School of Hospitality and Tourism, it might be tempting to simply pick courses from these programs and use the same format. Such practices would not allow connectivity between the modules and enhance learning as the context serve different learning outcomes. It is important to reflect on the student profile that might be attracted to this program. If Vocational Education Qualification is the requirement to enter this program, then appropriate teaching and learning methods must be designed to meet the needs of these type of learners.

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

Sub-area		<i>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

NB: Please note that the EEC is not in a position to assess the above, as the course is not yet taught.

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

Based on the documentation and the visit/discussions with members of staff the EEC confirmed the existence of at least nine academics. Five of those hold doctorate level education, two hold a Masters level education one holds a Bachelors level education and one holds a diploma level education. Considering the level of the examined programme the level of education and breadth of experience of the teaching staff is more than adequate for the bartending certificate. The two academics with a direct focus on bartending teaching share between them the bartending experience needed and the academic qualifications to ensure that the core of the programme is a success.

Strengths

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

During the discussion with the academic staff and with discussions with the students the EEC confirmed the existence of a friendly environment at the college. There is opportunity for transfer to other countries utilising the Erasmus programme and enough evidence that staff are supported to participate and contribute to international conferences. There is also ample evidence of opportunity for training and development for teaching staff.



Areas of improvement and recommendations

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

Although through the discussions it became evident that there is enough work occurring with hotels and bars to enable staff and students contextualise the teaching, this was not so apparent in the documentation, as such the EEC recommends that the collaboration with industry organisation is more pronounced in any external documentation (i.e the college website). Furthermore, the EEC strongly recommends for the one member of staff that holds a diploma to work towards a bachelors degree, preferably all academic staff should at least hold a Masters level degree.



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

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

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

The College has not yet enrolled students for the bartending certificate. However, there was ample evidence of a wealth of experience in admissions staff. The college have other courses and can capitalise from that experience and expertise. The course objectives and entry criteria are clearly communicated to students and clear certification regulations are in place. Overall, the admission criteria and processes are in place and seem transparent.

Strengths

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

From the discussion with members of the college staff it became apparent that the team at the college has years of experience in managing various academic programmes. The admission requirements for this programme are clearly communicated to potential applicants and the college admissions policy appears open and inclusive.

Areas of improvement and recommendations

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

The EEC would like to propose a more explicit recognition scheme for students studying for the course. Although the certification policy is clear there does not seem to be an explicit policy that rewards students either for achieving the cohort overall highest average or for achieving excellence in the modules that are core to this course. As such the EEC recommends to have industry sponsored awards that reward students that show high achievement for the course or specific modules or both.

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

Sub-area		<i>Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Not applicable
4.3	Student recognition	Partially compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

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

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

The InterNapa College refurbished their second floor (as has been mentioned by the management) of their building, incorporating interactive learning resources to enhance learning experience. Teaching rooms are adequate for different class sizes, all rooms look new, spacious with adequate computer facilities, however the bar facilities from the video evidence do not look adequate as a small area for bartending is provided. During the discussion with the management however, it seemed that their facilities were adequate, especially when students from the College (Culinary Arts and Hospitality) re-iterated about their satisfaction of the facilities and access to learning resources.

Laboratories provided are shared with other provisions. The EEC requested the provisional timetable, however the managerial team of the College informed us that they are hoping to open the provision in January 2022 or September 2022, as such the timetable was not available. The College provided though a well-structured schedule of classes, practical and theory exams.

Computers were also available so that students may access teaching material and other sources at the same time.

The books suggested at the reading list were adequate, however we were not able to view the books available at the library. Access to electronic data bases is possible as many electronic databases are accessible.

The administrative staff and academic staff were supportive for student welfare. Current students emphasized that they were supported finding accommodation and financial easing when needed.

Strengths

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

The future-plans of the College are ambitious, having good contacts with professionals and employers that would enhance student's experience. Students can use the Erasmus links that the college provides, however pragmatic access might be challenging as it is only one-year course.

Areas of improvement and recommendations

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

The College could enhance the library resources with up to date books on beverage provision. Books that provide further information on food hygiene practices and microbiology are important. The students would benefit from a module that will cover food microbiology and hygiene, to enhance learning and improve practice, especially as we are living through a pandemic (see section one for further details).

International students do not speak Greek, as such integration within the Cypriot society and the local community is challenging. The College could offer Greek language classes to support the integration of their students and enhance the quality of life.



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

Sub-area		<i>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)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

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

You may also consider the following questions:

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

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

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

The programme is well structured considering the curriculum design. The supporting facilities as well as qualified faculty and staff adds value to the program. However, attention must be drawn to a few issues that once addressed could enhance the program considerable.

- First, the EEC recommends a title improvement from simply “Bartending” to a title that is more representative of the profession as well as the content that is taught. Professional Bartending is one suggestion.
- Second, it is recommended that a specific module should be included related to the Food Hygiene, Microbiology and Food Safety. The course e-portfolio be replaced with a course statutory rules and regulations for serving alcohol to locals, laws regulating the sales and service of alcohol to visitors from other parts of the world. An understanding of the duty of care and responsibility that this profession has for keeping human lives safe needs to be imparted. The e-portfolio should be connected to the internship learning goals and could be a culminating presentation at the end of the course. The student should be encouraged to use the portfolio as a reflective piece tracking and evidencing their professional development an employability.
- Third, it is recommended that clear information be put on the Colleges webpages about recognition of prior learning and pre-requisite to enter the program. This would help the applicant in the process of seeking a place in the course.
- Finally, a better balancing of ECTS across courses is recommended.

The EEC feels strongly that if consideration is given to these issues raised, InterNapa College could again be able to roll out another top-notch program offering well qualified Hospitality and Tourism Professionals for the industry.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Theodoros P. Andreou	
Dr Ioannis S Pantelidis	
Dr Amalia Tsiami	
Prof. Dr. B. Wilson-Wünsch	

Date: 15.07.2021