



Doc. 300.1.2

Higher Education Institution's Response

Date: 14/01/21

Higher Education Institution: InterNapa College

- **Town: Sotira, Famagusta**
- **Programme of study Name (Duration, ECTS, Cycle)**

In Greek: ΔΙΕΥΘΥΝΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ ΦΙΛΟΞΕΝΙΑΣ ΚΑΙ ΤΟΥΡΙΣΜΟΥ
(4 ΕΤΗ, 240 ECTS, ΠΤΥΧΙΟ)

In English:

HOSPITALITY & TOURISM MANAGEMENT (4 YEARS, 240 ECTS, BA)

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



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

Findings

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The BA in Hospitality & Tourism Management has a predominately international student body. The purpose of the program is to provide students with academic, professional and managerial competences needed in the wider hospitality and tourism industry.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College Internal Quality Assurance Committee is headed by the Rector and the Quality Assurance Director is a member of this committee. All the described committees in the Governance Handbook are active. The College has been ISO accredited since 2015. The School of Hospitality & Tourism Management Advisory Committee had its first meeting in November 2020. The committee includes two local mayors, the regional chairperson of the hospitality association and a regional chief unionist of hospitality employees.

External Evaluation Committee (EEC) Comments

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

InterNapa (INC) College Response

The program objectives, learning outcomes, program structure, internship procedures were presented to the visiting committee. The EEC met students from the program who were satisfied with the College and the BA program in Hospitality & Tourism Management.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

All academic policies of the College are described in detail in the College Academic Catalog. College manuals additionally describe the College plagiarism policy and a separate handbook exists on Plagiarism Regulations that is available to faculty and students.

External Evaluation Committee (EEC) Comments

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/>.

InterNapa (INC) College Response

The College program was accredited in 2018 and is under reaccreditation as the then application was through SEKAP.

External Evaluation Committee (EEC) Comments

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 recertification.

InterNapa (INC) College Response

The College quality assurance policies are under the guidance of the College Quality Assurance Committee, are documented and implemented. The College handbooks describe these in detail as well as the ISO manuals. The School of Hospitality & Tourism Advisory Committee is already active.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College has begun to implement these recommendations.

External Evaluation Committee (EEC) Comments

- 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.

InterNapa (INC) College Response

The College makes every effort to prevent academic fraud through direct communication to students via published guidelines available to students on Moodle but also through its faculty that describe the policy to them on their course outlines and then orally. As for proactive activity this will be additionally explained to students during their orientation and then in workshops (both for plagiarism and writing) that have already been planned for new and returning students.



External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College will proceed and implement the recommendation of making the Quality Assurance Director a member of the Academic Committee.

External Evaluation Committee (EEC) Comments

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 6 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.

InterNapa (INC) College Response

The suggestion of the visiting committee to better streamline the various College handbooks has already taken place as it is a matter that had already been noted internally by the College. The College handbooks have thus been incorporated into the newly prepared College Internal Regulations where significant streamlining has taken place and much of the repetition avoided making the manuals much better targeted to their specific audiences.

2. Teaching, learning and student assessment (ESG 1.3)

Findings

External Evaluation Committee (EEC) Comments

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 4th year of studies should be moved much earlier in the curriculum and ideally in the Fall Semester of the 1st year of studies.

InterNapa (INC) College Response

The College is pleased at the findings regarding the BA in Hospitality & Tourism Management teaching and learning principles, contextualization and curriculum.

As regards the required course, Introduction to Management the course is already a first year course, as shown on the syllabus and program manual submitted to the visiting EEC committee.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

Students have three internships each of 2 ECTS, taken in three separate summer periods, commencing at the end of their first year of academic studies. Students find the experience rewarding and an essential part of their program.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The above adequately describes the BA program of the College that offers the necessary academic learning for such a program and additionally offers practical insight into the industry through academic courses, industrial visits and internships.

External Evaluation Committee (EEC) Comments

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 (INC) College Response

Assessment policy is documented in the Academic Catalog as well as other college publications. This requires a final exam, a mid-term and assignment(s). There is a range for each of these that faculty must follow but at the same time also allows some flexibility for each course. The exact assessment policy for each taught course is given by faculty, on the course outline, at the beginning of each semester and is available to students on the Moodle platform. Course outlines, mid-terms and final exams are approved by the program coordinator. Final exams are reviewed every semester by the Rector passing on feedback to the program coordinator and faculty member for continuous improvement.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The teaching and learning methodologies of the College are documented and applied in the best possible way. With the advent of COVID-19 the College has for this period adapted to add online teaching. This is supplemented with additional classes offered, if required, following discussions with each faculty member and students.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The **INC** teaching, learning, assessment, practical training and placement methods were regarded in a positive manner. College faculty are given opportunities for their continuous professional development.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The process of teaching and learning for the BA in Hospitality & Tourism Management was found to be satisfactory. The program utilizes pedagogical practices such as decision making and problem solving exercises, case study analysis and work based activities. Students are allowed to examine such situations through work related issues, reviewing alternative scenarios, suggesting solutions to these and making decisions.

3. Teaching Staff (ESG 1.5)

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC committee commented favourably on the **INC** faculty and their qualifications. That the core group of faculty has been with the College for a number of years, offers stability and assists in the successful progress of the program and focus on its objectives.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College makes every effort to adequately staff its program with full time faculty, using part time faculty mainly for elective or specialized courses if required.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The number and quality of faculty publications was found to be satisfactory. Faculty, will be further encouraged to include own publications in their modules to better link teaching and research in student work.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

InterNapa College is a small institution with around 400 students offering four programs of study (two of which are vocational).

The College felt that its Research Committee that had previously been in operation would be better served as part of the College Quality Assurance Committee. The College Internal Quality Assurance Committee has



the overall responsibility for the development and implementation of quality assurance policies in all facets of operations. The Committee as part of its existing responsibilities (as documented in the College Governance Handbook) allows separate meetings to be arranged on research policy, proposals and research output by inviting suitably qualified faculty as required. It was felt that for a small college such practices would be more efficient rather than having too many separate committees.

4. Students

(ESG 1.4, 1.6, 1.7)

External Evaluation Committee (EEC) Comments

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 dropouts.

InterNapa (INC) College Response

The number of students on the BA Hospitality & Tourism Management, college objectives, students' academic progress, counselling, Erasmus+ mobility and student progression rates were communicated to the EEC. The College will continue to offer students the greatest possible opportunities and support to successfully complete their studies.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC were satisfied with admissions criteria and processes and student certification regulations of the College.

Transfer credits are allowed according to the College credit transfer policy. Prior work knowledge is not recognized at the College for internships. The internships are an essential and popular part of the College program and students have not expressed a desire for such exemptions. On the contrary they are keen to gain the supervised valuable work experience as part of their studies at the quality hotels of the area.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College is commended for its many years of successfully offering its academic and vocational programs as well as its admissions policy. The English language assistance policy and college counselling services are also praised.

External Evaluation Committee (EEC) Comments

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

InterNapa (INC) College Response

The College admissions criteria will be posted on the College website. Prior professional experience accreditation as well as students with non-traditional backgrounds are not part of college admissions policy and are not encouraged by the Ministry of Education of Cyprus for international students and as far as we are aware are neither encouraged by the CYQAA.

5. Resources (ESG 1.6)

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC were most pleased with the teaching and learning resources of the College.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC were most pleased with the facilities of the College as well as its IT infrastructure.

The EEC were similarly satisfied with the library and its databases. The College has recently added the internationally renowned scholarly database ABI/INFORM Global of the ProQuest platform. This consists of thousands of journals as well as trade, business and finance publications/reports that will be invaluable for faculty and student research. Further, to support the learning process the Academic Video Online (AVON) comprehensive collection of business videos has also been acquired. These enhance the research and teaching potential of the College and its academic program. The College has in the past subscribed to the UNWTO database but felt that the ABI/INFORM database added far more to faculty and student potential for research.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC were satisfied with human support resources – number and profile of administrative staff, including librarian. Similarly, the induction process of students was commended.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The EEC were satisfied with the student support services of the College as communicated to them by students.

External Evaluation Committee (EEC) Comments

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

InterNapa (INC) College Response

The EEC were pleased with the College infrastructure and facilities modernisation and expansion program and administrative support provided.

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College will continue to invest in its library in its annual budget. The College has continued to pay attention to individual student needs during the COVID-19 pandemic and has done this through offering a combination of on line and in class teaching when possible. It has additionally offered extra classes whenever faculty or students have felt extra support was required.



6. Additional for distance learning programmes

(ALL ESG)

– N.A.

7. Additional for doctoral programmes

(ALL ESG)

– N.A.

8. Conclusions and final remarks

External Evaluation Committee (EEC) Comments

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.

InterNapa (INC) College Response

The College is very satisfied with the favourable comments throughout the EEC report and its recommendation for accreditation. This reflects the continued investment of the College in modern facilities, human and library resources and the offered quality academic program. It additionally reflects the continued implementation of previous recommendations from the various EEC committees.

It should be added that this program was only recently accredited by CYQAA in 2018 but a new application was required as the previous one had been with the old SEKAP regulations.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Nicos Anastasiou	Rector, Professor	
Nikos Karfakis	Assistant Professor	
Adamantini Peratikou	Quality Assurance Director, Assistant Professor	
Michalis Anastasiou	Associate Professor	
Andreas Karyos	Assistant Professor	
Despo Georgiou	Student Affair Director, Senior Lecturer	
Gina Savva	Admissions Director	
Bibek Shreshta	President of the Student Union	

Date: 14/1/21

